

MODEL

# ESSAYS

FOR

G.C.E. (O/L) EXAMINATION

ENGLISH LANGUAGE

By

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... prepared to meet the requirements  
the 1973 December Examination

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## PREFACE

Example is always better than precept. The easiest and the best way to teach a student the art of essay writing is to show him by example how it is done. This book is divided into two parts and the few model essays contained in section I will help the G. C. E. O/L students in this respect.

The second section also contains essays and dialogues specially written to suit the requirements of the G. C. E. O/L students to answer the English language paper. After each essay or dialogue, there are questions on the meanings of all difficult words and phrases. Besides, there are a number of exercises on the basic principles of English grammar, so very necessary for a real appreciation of the true genius of the language.

The most attractive feature of this book is that every one of the questions is answered for the benefit of the students in detail and the meanings of difficult words and phrases are elaborated with examples.

The book has been written by one who has taught English for nearly forty years to students studying in all three media - English, Sinhala and Tamil.

Handwritten signature: Y. Varatharasan  
Circular stamp: 209/10 000000

well. If our farmers continue the good work they are now doing, and if the State continues to encourage them, we shall have plenty of food for our use. We need not depend on foreign countries any longer. We may even be able to export some of these crops. A bright day will soon dawn for Sri Lanka!

**2. Imagine that you travelled by aeroplane for the first time. Write an article for your College Magazine about your experience.**

1. *Thoughts and feelings before starting*
2. *The start*
3. *Highest point reached - feelings now*
4. *Final moments and arrival at Batticaloa*

When my father told me that we were travelling from Colombo to Batticaloa by aeroplane, my joy was very great. For, that was my first trip by air. Of course, I had some fear too. I had read of crashes where all on board were killed. My father assured me that there never was an accident on that route. That put an end to my fears, and I got ready.

The plane was to leave at 8 a.m. We were at the air-port early and presented our tickets to the officer. About 7.55 a.m. a porter took our suit cases to the plane. Soon afterwards we were told to emplane. I waited anxiously for the plane to start. Suddenly I heard the deafening roar of the engine. The air-hostess went round helping the new-comers to fasten their seat belts. Then without any warning, I found the plane gently rising.

Soon we were well above the tallest trees, and still climbing. People below appeared smaller and smaller as we went higher. The roads were not more than a few inches wide, and the cars looked like boxes of matches! My fear



returned when we were crossing some mountains and valleys. My father read my feelings and told me that our pilots were two of the most experienced men in the air-force.

It was now nearing 9 a. m. and the plane descended slowly. Trees, men and vehicles began to appear in their usual forms. About a minute to 9 a. m. the air-hostess told us again to fasten our seat belts — which we all did. I expected a rough bump when the plane touched the ground but I did not feel the landing at all. It was a perfect landing! The door opened and we filed out. My uncle was waiting for us some distance away, smiling at us.

**3. Your friend has just completed his G. C. E. (O/L) Examination. He has written to you asking for your advice on how he should spend his leisure hours. Write out the advice you would give him.**

1. *Why you should revise the lessons done in the O/L class.*
2. *There is danger in wasting time. Draw up a Time Table.*
3. *The study of English through Newspapers and books.*
4. *Pleasant ways of spending the free time.*

Now that you have completed the examination, the best advice I can give you is to keep in touch with the subjects that you offered at this examination. You may get the necessary credit passes to help you to continue your studies in the Advanced Level Class. If you waste your time till you get the results, you will forget all that you have learnt. The teachers in the Advanced Level Classes will not have the time to revise the work done in the Ordinary Level Class. They will start with the new work. If you have forgotten what you have learnt earlier, you will not be able to follow the lecturers.

There are other dangers in wasting your time. The chief danger is that you will lose the habit of studying. Your memory power will become weak. So, draw up a Time Table to enable you to put in four hours of study for six days in the week. You can spend one hour a day on each subject. It would be advisable to revise two subjects in the morning and the rest in the afternoon.

You will find much time left. Use part of this time to read the Newspapers. You have not learnt much English at School. This is the time to improve your knowledge of English. You are lucky that your father reads the Daily News daily. Read the paper for about half an hour. You can then spend some time over your hobby. Later you can read a chapter or two of an interesting book. After a month or two, you will be surprised to see how much you have improved.

During the next interval you can listen to the Radio, play your guitar and listen to some records. I noticed that you have a fine collection of records. In the evening, go for a walk with a pleasant companion with whom you can converse, preferably in English. I hope you will not find my advice difficult to follow.

4. Imagine that you are a rupee note. Tell the story of your life from the time that you left the Printer.

1. *Journey from England to Sri Lanka*
2. *At Jaffna*
3. *Effects of devaluation of the rupee*
4. *Rupee notes to be destroyed - only rupee coins in future*

I was printed in England and sent to Sri Lanka by air many years ago. It was a very pleasant trip across oceans and mountains. My companions and I were received at the Katunayake Air Port by High Treasury Officers. A Jeep-load



of armed police officers came with us (escorted us) to the Colombo Treasury. Here, they placed us in huge safes. These safes were guarded day and night by armed policemen. We really felt that we were very important people.

In about one month, I was handed over to the Government Agent, Jaffna. Thousands of my companions also came with me. We were going to help the G. A. to build a large hospital in Jaffna. As soon as they started work, we were separated from one another. A rich contractor took me away, and put me in the Bank. Here again armed policemen guarded me. I was here for a number of years.


Many changes had taken place in Sri Lanka before I was let out of the Bank. When I came out, I found that I was not treated with the same respect as before. My value had come down considerably! When I came from England I was equal in value to one pound of the best Australian butter. Now, I am equal to about one-eighth of a pound of very poor Sri Lanka butter! I was ashamed of myself. But, as all my companions suffered like me, I did not complain.

But we were to suffer again. I was in the house of a poor man, when I heard bad news. The government decided to keep us in the Treasury, and later, destroy us. Only one rupee coins were to be used. When my master heard this news, he rushed to the Bank, and exchanged me for a rupee coin. And here I am, waiting to be burnt to ashes!

G. NAGARAJI

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5. If you are the Minister of Agriculture, what steps will you take to meet the present shortage of food in Sri Lanka.

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- 200/290*
1. Finding out the CAUSE of the shortage.
  2. Action taken regarding chillies.
  3. Action regarding rice and onions.
  4. Co-operation of farmers.

As Minister of Agriculture I have just completed a tour of all the important towns and villages in Sri Lanka. I did this to find out why there was such a shortage of essential food articles. I was particular about chillies, which were being sold at Rs. 25/- a pound. I was keen on finding out why the price of chillies had risen so high.

With some difficulty, my officers and I were able to find out that the shortage was caused by the farmers themselves. They hid all their stocks of chillies and created a shortage. That was why the prices rose. I got the police officers of each area to inspect the houses of all farmers who grew chillies. We were amazed to see that several tons of dried chillies had been hidden. We paid these farmers reasonable prices and bought all the chillies. We sent the chillies in lorries to the Chief Distributing Centre at Colombo. I then ordered the balance from India and overcame one problem.

I took the same steps regarding rice and onions. While we were at this job, we discovered that thousands of farmers who produced rice, also received the free measure of rice. I put a stop to this practice by withdrawing their rice coupons. This step has saved millions of rupees and provided rice for distribution. I shall soon stop the issue of the free measure of rice. This will bring down the price of the rice now sold at Co-operative Stores.

We did not make the farmers our enemies. We explained why we were forced to take such action. They gladly agreed with us. With their co-operation, I expect there will be no food shortage from next year.



## 6. Advantages gained by a good knowledge of English.

1. English necessary to travel abroad.
2. To acquire scientific knowledge - English necessary
3. To enter Mercantile firms - Interviews English - necessary
4. English necessary for National UNITY.

At present, most of the young boys and girls of Sri Lanka do not know any English at all. A few of them know just a little. If, for some reason, they go abroad, they will find it impossible to speak to foreigners, nor understand what they say. But, with a good knowledge of English, they can travel to any part of the world. There will always be someone who speaks English. For, English is spoken by the greatest number of people on earth.

We can gain much by possessing a good knowledge of English. Science is advancing rapidly. We, in Sri Lanka, have no books on these subjects either in Sinhala or in Tamil. We have only poor translations of scientific books. Unless we know enough English, we will not know about the great advances that science is making almost daily. Most of the books dealing with scientific subjects, are written in English.

Even in Sri Lanka there are advantages to be gained by a good knowledge of English. Many of our clerks behind counters in Government offices cannot speak or understand English. They feel ashamed when some one asks for some information in English. Nearly all mercantile firms insist on all New Entrants possessing a very good knowledge of English. Many officers conduct their interviews for jobs, in English, although the State language is Sinhala.

English is necessary also for National Unity. In all schools now, we find Sinhala and Tamil children in separate classes. They do not speak to one another. The only class where they come together is the English class. Even here, they meet for only about forty minutes a day. If one subject is taught in English, there is a greater chance for children of the two races to mix and understand one another.

## 7. Rivers in the Service of Man

1. *River water can help man*
2. *Water for irrigating dry lands.*
3. *Building dams across rivers.*
4. *Producing electricity.*
5. *Industries and employment.*

We have all seen rivers flowing in a certain direction. They flow into the Indian ocean. We need not let all this water flow into the ocean. Some of it can be used by man for various purposes.

A part of this water can be used to irrigate lands. There are several rich lands in places where there is little rain. In many places of the world, people have directed river water into such lands. These lands can now be cultivated.

Engineers first build a wall or dam, across the river. This is not an easy job. They cut a very large canal at the spot. This canal joins the river again some distance away. The river water is now directed into the canal. It is now possible to build the wall. There are holes in this wall, and gates to open and close these holes. Now canals are cut, and water is directed into the fields on both sides of the river. When all the fields are irrigated, they open all the holes, and the water joins the river and flows into the ocean.

We have also seen that river water flows with great force at certain places. Engineers use this force to turn the wheels of dynamos, and supply electricity to that area. The electricity, in turn, helps to turn the wheels of large machines. Very soon, people will start an industry at this place. Industries will give employment to young men and women.

We can now see that rivers can be a great blessing to man. As new industries are started and new lands brought under cultivation, more and more people will be employed. Sri Lanka will then become a rich country.



## 8. My Fruit and Vegetable Garden.

1. *Acreage and how I divided the land.*
2. *First Section - Fruits.*
3. *Vegetable Section - Use of insecticides*
4. *Onions and Chillies.*

I am the happy owner of a fruit and vegetable garden. I own one acre of land at Vavuniya. I received this land from the government some years ago. I cleared it, ploughed it with a tractor, and divided it into three portions: fruit, vegetable, onion and chilly sections.


In the first plot I grow papaw, banana, jak and guava, and a few creepers like Passion fruit. I bought the seeds from the Agricultural Department. Along with the seeds, they sent me a booklet. This contained instructions on the time of sowing the seeds, manuring and the use of insecticides. I followed these instructions faithfully, and watered the plants regularly with the help of a Wolsley Pump. I am now quite proud of my fruit section. Many farmers have paid it a visit, and I have given them helpful hints.

The next section contains nearly all the common vegetables like snake gourd, bitter gourd, drumstick, cabbage, brinjal, lady's fingers, beans and potatoes. Some years ago, people grew cabbage and potatoes only in the Hill country. But now we grow these successfully in Dry Areas. Worms and insects are frequent visitors. But we soon get rid of them by spraying insecticides. It is a difficult job, but a pleasant one.

In the next section, I have employed a very experienced Indian farmer. Chillies and onions thrive under his care. I pay him a monthly wage. I also give him a small quantity of onions and chillies when we harvest them. We can sell these at black-market prices. But I sell them at reasonable rates, and people are thankful to me for it.

Cultivation is a full-time job. We have to go round the plots every few hours, examining the plants. We are tired by the end of the day. But, how happy we are when we pluck the fruits and vegetables!

## 9. The Unemployment Problem in Sri Lanka.

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1. *The Problem.*
  2. *Why the Government cannot find jobs for all.*
  3. *When can jobs be found for all.*
  4. *Steps taken by the State to help students to be qualified for new jobs.*

According to Government figures, about 550,000 persons are unemployed today. It has been found that every year about 120,000 additional persons look for jobs. The Government can provide jobs for only 100,000 persons. So, about 20,000 persons are without jobs every year. This is a serious matter. People are wondering why such a large number cannot find employment.

More jobs can be given only if more land is cultivated, if our fisheries are developed and if we set up new industries. All this requires plenty of money, but the Government does not have the necessary money. It is true that more land is being cultivated, but our young men who have obtained their G. C. E. (Ord. Level) certificates do not want to do farming. They want to sit at their desks in offices. They also haven't the necessary qualifications to get jobs in the Fisheries Department or in industries.

Sri Lanka has successfully started new industries. We have reached a very high standard in making shirts and foot-wear. We are now exporting these articles. Many new industries are fast coming up. We can hope that, in a few years, Sri Lanka will become an industrial country. Then jobs can be found for all who want work. But they must be qualified for the jobs.

To help them to be qualified we must change the present system of Education. Our present system produces only clerks. The Department of Education will soon introduce subjects that will help students to do Agriculture, and to obtain jobs in the Fisheries and Industries Departments. Let us hope that this day will soon come.



## 10. A Busy Railway Station.

1. The Station Master.
2. The Booking Clerk.
3. Confusion when people rush in for seats.
4. The Platform Vendor and his troubles.
5. The Train Leaves.

A Railway Station is a busy place only just before a train arrives at the Station, and when it has arrived. The Station Master gets the necessary instructions to be given to the driver. He places this information in the Tablet and gives it to the driver just before the train comes to a halt.

The Booking Clerk is very busy issuing tickets. He has a difficult time when several people put their hands into the counter at the same time and ask for tickets to different stations. Very few passengers bring the exact amount for their tickets. The clerk sometimes finds it impossible to give the correct change. Before the train leaves, he has given everyone his ticket, and then attends to clerical work.

At the platform, there is confusion. Before the train comes in, people have taken up their luggage and rush into the compartments, even before the train has come to a halt. In this rush, a person sometimes falls between the platform and the train. When he is pulled out, they find some of his bones broken. The Station Master now has additional work. He has to hold an inquiry, send the man to the hospital, inform the police and delay the train. Fortunately this happens rarely.

Platform vendors are busy shouting aloud and walking very fast from one end of the train to the other end. They, too, have their own problems. Some dishonest persons buy soft drinks and do not pay for them. They do not even return the bottles. The train has started and the poor vendor has to pay. Then there is the rush for seats near the window. Everyday we can see people having heated arguments. Each person says that he came to the seat first.

In the midst of all this confusion, the train starts and the station is quiet. The only additional work the peons get, will be, when a passenger has no ticket or when a pick-pocket is caught. It is very interesting to listen to their excuses when they are caught. There is now silence at the station until the next train arrives.

## II. A Vist to an Agricultural Exhibition.

1. *Exhibitions - as an encouragement to farmers.*
2. *Giant Manioc*
3. *Cabbages and Potatoes*
4. *Giant Tomatoes and other Vegetables.*
5. *All this will help to stop importing of food.*

The Government has always encouraged farmers to cultivate more and more crops. It has given them land and provided fertilisers and pest killers at fair prices. Besides all this help, Government Officers hold Agricultural Exhibitions at various places. Farmers who exhibit the best crops are given very useful prizes. This is a great encouragement for farmers to produce more crops, and better crops.

I visited one of these exhibitions at a place close to Jaffna. I was amazed to see the different fruits and vegetables at the stalls. One farmer produced a manioc more than three feet long. It weighed about five pounds. Everybody was admiring this. When we congratulated him, he told us, "I am determined to carry away the First Prize. It is an Insecticide Spray." Later, I was glad to find that he received the first prize.

We thought that cabbages and potatoes could be grown only in the hill country. But we saw cabbages as large as the up-country ones at this Exhibition. I examined their heads, and found that they were large, and very firm. We also noted that there was no difference between up-country potatoes and these. Now, nearly all the farmers in the North produce the two crops.



In another stall, ordinary vegetables like beans and brinjals were on show. Here too, we found that the farmers had obtained excellent results. There were also bright red tomatoes, each weighing about one pound! There were also chillies and onions of very good quality.

The Exhibition came to an end at 5 p. m. We all went to the Urban Council Grounds to watch the distribution of prizes. The Government Agent presided. He congratulated the farmers on the high standard they had reached. He ended his speech with these words, "If our farmers can do so much, the time will soon come when we can stop importing any more food. We can even export some of this produce."

## 12. The Radio - Its good and evil sides.

1. *How the Radio helps listeners.*
2. *How the Radio helps ships and planes - and saves the lives of passengers.*
3. *The evil side.*
4. *Man's best friend.*

The Radio is one of the greatest inventions of man. It is a blessing in many ways. Let us consider just three items on a day's programme. An experienced farmer talks to us about his success. He gives us various hints on how to get a better harvest. Many of these hints are not found in books. When we listen to him, we learn much. Then, a famous American Doctor tells us about common diseases, how they are caused, and how we can prevent them. We learn something very useful. In addition, we learn the correct pronunciation of English words, and also improve our knowledge of English. We then listen to the latest news. Here again we learn, not only the latest news, but we also improve our speech by listening to the announcer.

The Radio has also been helpful in saving the lives of human beings. If a ship is in trouble in the middle of the ocean, the ship's radio can be used to give its exact position,

and ask for help. The Radio will be directly responsible for saving those lives. In the same way, it can be helpful to the pilot of a plane. He can get the necessary instructions from the Ground Engineers by Radio, if his engine gives trouble.

But the same Radio can become a curse at times. There are people who disturb the peace of the entire neighbourhood, by turning their Radios to full volume. The poor neighbours can neither study nor sleep. There is also the danger of the Government using the Radio to spread false accounts of its opponents. This is common in certain parts of the world, usually before a General Election.

We see that the Radio, which was invented for man's good, can also be used for evil purposes. If people who own radio sets consider the feelings of others, the Radio is really man's Best Friend.

### 13. A Village Fair

1. *Purpose of Village Fair*
2. *Description of the Fair*
3. *People who come to the Fair*
4. *Fair at the end of the day.*

The purpose in having village fairs is to help the villager to sell what he has produced on his farm. Another purpose is to help people in neighbouring towns to buy articles like rice, eggs, fruit and vegetables at reasonable prices. To help both parties, villagers bring all their produce every Sunday to a common place called the Village Fair.

Each seller pays a small tax to the Local Council for the right to use the Fair. Every Sunday the farmers fill their bullock carts with things which they want to sell. The cart contains rice, paddy, vegetables, eggs, bottles of ghee and honey, fowls, and fruits like mangoes, pineapples, guavas, jak, passion and papaw. He starts from home very early. When he comes to the Fair grounds, he selects a suitable place and spreads his goods there. His wife and children sit close by, ready to help him.



The farmers are not the only persons who come to the Fair on business. You can see the village astrologer, the verse singer, the cloth merchant, the tailor, the Vedarala, the gram and vadai seller and the people who sell you soft drinks.

So we see that the area becomes a small town for a day. At the end of the day everyone is happy. The farmer is happy because he has sold everything he has brought to the Fair. The buyer is happy that he has got what he wants at reasonable prices. Prices are not high at the fairs, because the middle - man is not there. By 6 p. m. the farmers get into their bullock carts and return home.

#### 14. The Caste System in Sri Lanka

1. *Caste system is found everywhere*
2. *Flight of the low castes in Jaffna.*
3. *Disadvantages of the caste system*
4. *No such thing as "Low" Caste.*

All over the world we hear of people divided into high class and low class. The high class enjoys certain rights, and do not allow the low class to enjoy these rights. We have the same kind of division in Sri Lanka — the high caste people, and the low caste. The low caste are always a minority. So, they are unable to fight back and enjoy the same rights as the others.

Low caste people are not invited to the weddings of the high caste. In the Jaffna peninsula these unfortunate people are not allowed even to draw water from certain wells. They cannot enter most of the temples. Their children cannot sit on the same seats as high caste children at school. Often they bear up this humiliation and keep quiet. Recently, in Jaffna, the low caste people got together and forced their way into one of the temples. The police had to come in, and restore order. But the low caste people are determined to show the others that they are equal to them in all respects. They are prepared to shed their blood for it.

People do not realise that if there is no unity in a country, there cannot be much progress. For example, in Jaffna, fighting took place at the temple. If this continues, both parties will have to face a trial in courts. Friends and relations of both sides will crowd the courts and no work will be done on that day. If the accused is sent to prison, he will take revenge when he comes back. Instead of working, people will waste their time and money on fighting among themselves.

The sooner people realise that all are equal, the better it will be for all. The Negroes who are called by all sorts of names are now the best athletes in the world. The best cricketers come from the Negroes. So there is no reason to think that they are "low". Let us hope that all will realise this and live in peace.

## 15. Road Accidents — their causes and prevention.

1. Road Accidents take place daily.
2. The chief causes of accidents.
3. Punishment for drivers who take drinks.
4. Fast driving.
5. Careless use of the road by pedestrians.
6. Driving long distances.

Those who read the Newspapers daily will find that there has been at least one road accident everyday. The accident has resulted in one or more deaths and in several persons being seriously injured. There are many causes for these accidents.

Two causes have been mentioned again and again in courts. They are, driving while the driver is drunk and driving very fast. The other, less frequent causes are:— (1) driving with faulty brakes, (2) driving while the driver is very tired, after having been at the wheel for a long time, and (3) driving without proper training.



The law must be very hard on drivers who are drunk while driving. If they meet with an accident, they must be given the first and last warning. If they are caught after that warning, they should be sent to prison, and their driving licence should be cancelled.

Fast driving is very common among C. T. B. drivers. Some drive very fast on certain roads, like the Galle Road. The police arrest and charge them. But the punishment is light, and drivers are not afraid to drive fast again. C. T. B. drivers complain that they must drive fast to follow the Time Table. The only thing to do in this case, is to change the Time Table to allow them to reduce their speed.

People who walk on the roads should also be careful. They should use the pavement, if there is one. A few accidents have been caused by the carelessness of pedestrians (people who walk on the roads). Some drivers are forced to drive long distances at night. They fall asleep. The bus or lorry runs off the road and there is a serious accident. When driving long distances it is good to have a second driver. If all these precautions are taken, we shall have no road accidents.

## 16. The Development of Industries and Fisheries in Sri Lanka.

1. Industries and Fisheries - Urgent need of their development.
2. Progress of Industries so far.
3. Progress of Fisheries so far.
4. The future of Fisheries.

If we wish that Sri Lanka should become a rich country, we must develop Agriculture, Industries and Fisheries. We have already gone far in agriculture. We have stopped importing many items of food. This shows the advance that we have made in Agriculture. We must now rapidly improve our Industries and Fisheries.

Many of the articles that we use in our homes are imported one. But we have made a good start in producing some of these articles. Our biscuits, cement, ceramics, shirts and foot-wear have reached a high standard. We have started exporting some of these articles. But we are also producing other articles of very poor quality. We should get the help of advanced countries, to improve our Industries.

Our people eat plenty of fish. But we do not get enough fish from the vast ocean that is right round us. We have been importing canned fish (fish in tins) for a long time. Now, the State has decided to stop importing and to increase our own production of fish. The State has helped fishermen to do this, by supplying them with mechanized boats, and outboard motors. With the help of these, production increased rapidly. Besides this, the Ceylon Fisheries Corporation has seven ships for Deep-Sea Fishing. More ships will be added to this fleet. We can then export fish.

The State has already begun to export crabs, prawns and lobsters, and a few other kinds of fish. We can be sure that the Corporation will succeed in exporting large quantities of fish in the near future.

## 17. The Influence of the Cinema on the Lives of the People

1. *Good pictures can make us lead good lives*
2. *Most people do not go to see good pictures. They want pictures of fighting, robbery etc.*
3. *Cinema owners do not care if their pictures help to increase crime.*
4. *The State should prevent managers from showing bad pictures.*

The Cinema can help people to lead better lives. For example, if the picture is about a person who lives an honest life, helps other people, does not encourage others to do wrong, refuses to do anything wrong even if he is offered



a big bribe, we learn much from him. The lesson will remain in our memory at least for a few days. If we see a few pictures of this kind, we will try to imitate the lives of good men. Our Society will not turn to crime.

But, how many such pictures are put on the screen? During a whole year there may be two or three such pictures. The rest are pictures of murder, stealing, kidnapping and so on. The reason is not difficult to find. People do not wish to see good pictures. They want excitement. They love to see fighting, shooting, killing, forcing a safe open and gang robbery. When they have seen several of such pictures, they try to do the same things. This is natural.

The owners of Cinemas know that these pictures have a bad effect on the lives of people. They know that crime is increasing. They know that certain pictures are helping the increase of crime. But they do not care. They care only to make more and more money. Priests and Monks may advice people not to see such pictures. But people generally do not listen to such advice.

The only thing that can be done in this case, is for the State to take action. It should appoint a few well - educated people who should see these pictures first. If they are sure that a certain picture will have a bad influence on the lives of people, they must inform the manager not to put such a picture on the screen.

## 18. The Increase of Crime in Sri Lanka

1. *Newspapers carry reports of crime everyday.*
2. *At least four causes for the increase of crime.*
3. *How the State can face the problem.*

Those who read newspapers daily will know that everyday there is some news of crime in Sri Lanka. Someone has been killed, and his property has been stolen— Pick - pockets are busy all over the island— A student has been forcibly taken

away in a taxi, while he was on his way to school and so on. When we compare Sri Lanka with other countries we find that we stand very high in crime.

There are at least four causes for the increase of crime in Sri Lanka. One is that our Police Force is not large enough to deal with criminals. The second cause is the presence of a large number of books that describe in detail how certain crimes are committed, and how young persons were kidnapped. A third cause is the influence of the Cinema. Here, people see plainly such things as gang-robbery and forcing open safes. The fourth is unemployment among many young persons. They have tried to find jobs and failed. Faced with starvation, they turn to crime. The unemployment figure is rising by about twenty thousand persons every year.

This is a very big problem for the State. It is unable to enlarge the Police Force, because it has no money to pay the men. Nor is the State able to find jobs for such a large number of persons. It is, of course, trying to develop our Industries, Agriculture and Fisheries, in the hope of finding employment for the many thousands who are roaming about the streets. If the State succeeds in its efforts, there is the possibility that crime will decrease. Otherwise Sri Lanka is going to be a dangerous place to live in.

## 19. A dialogue between two students on the choice of a profession

*Lionel*— Good morning, Balan. Please sit down. Let us discuss our future.

*Balan*— Good morning, Lionel. Yes, it is time we thought about what profession to take up.

*Lionel*— I received credit passes in English, Sinhala, Chemistry, Physics and Biology.

*Balan*— I have credits in English, Tamil, History, Geography and Agriculture.



*Lionel*— That means, you will find it harder to get a job, than I.

*Balan*— That is right. I just could not do Science subjects. That is why I turned to arts.

*Lionel*— I advise you to follow a course in Agriculture. You can then become a Cultivation Officer or an Agricultural Instructor.

*Balan*— I was thinking on the same lines. I shall follow a course in Agriculture. What about you?

*Lionel*— I am joining the Technical College, Colombo. I wish to follow the Junior Technical Officers' Course. It is difficult, but I shall try my best. There are plenty of jobs open to those who possess the J. T. O. Certificate.

*Balan*— I wish you success, Lionel. You are sure to be an engineer one day. I must find a Farm School. A certificate from there, will give me a good chance of getting a job.

*Lionel*— But, Balan, you are not very good in your English, although you received a credit. The lectures in most of our Farm Schools are in Sinhala and English. You will have to join a school in the North.

*Balan*— I have thought about it. I shall go to Jaffna in a few days, and fix up a school.

*Lionel*— Good luck to you, Balan. Do not forget to write to me how you are getting on.

*Balan*— Sure, Lionel. I have the same thing to tell you. Don't forget me. Here is my address. I hope we will meet again soon. Good-bye.

*Lionel*— Good-bye and good luck.

## 20. A day in the life of a barber

1. *Description of his saloon.*
2. *Nature of work in the saloon*
3. *What happens after a crop or shave.*

I am a barber, simply because my father was one. I have a well-equipped saloon at Third Cross Street, Colombo. It has six large mirrors three on each side. I use only the best instruments. I am also very neat. I wear clean clothes. The towels are very clean too. One reason why people avoid certain saloons is, that the place looks dirty, especially the towels. After a shave, I apply Ponds powder. I do not use the local stuff used by some barbers. So, I have everything to attract customers.

There is usually a rush of customers in the evenings, and the whole of Saturday. On such occasions my three assistants and I are very busy. We keep standing for two or three hours. On Sunday I keep the saloon closed, as it is a Public Holiday.

When a customer walks in, I say, "Good morning, Sir, What can I do for you?" The usual answer is, "Give me a hair-cut." Very few people ask for shaves, because people are now used to shaving with their own safety razors.

I do not go on talking to the customer, as most barbers do. I get along with my work, and talk only in answer to a question. At the end of the hair-cut, I hold a small mirror behind the customer's head, so that he can see the back of his head. If he is satisfied, I give his head a good brushing, to remove all loose hair. Then I apply a little water and cream on his hair, and give his head a good massage. I then comb his hair. I had already observed his hair style when he came in, and comb his hair in the same way.

He does not ask me what my fee is, because all charges are posted in places where the customer can see. He gives me the correct amount and usually adds on a small "tip"! I say, "Thank you Sir," and put the money into the drawer. Then I turn my attention to the next customer.



## 21. Animals in the service of man

1. *Animals are helping man, all over the world*
2. *In Sri Lanka — the Elephant and the dog.*
3. *Bulls, horses, donkeys — how they help man.*
4. *Be kind to such animals.*

Man uses animals in all parts of the world to help him in different ways. In the very cold ice-lands men use the reindeer and the dog to pull their carts (or sledges) over snow and ice. In the deserts, the camel carries men and heavy loads over the hot sands. In Sri Lanka we use elephants, horses, bulls, dogs and even donkeys to do some of our work.

Our elephants uproot trees when land is cleared. They also carry heavy loads like large rocks, from the quarry (a place where we cut out stones), and trunks of trees to the lorries. Elephants have been trained even to perform in circuses. Dogs are used all over the world as watchers. Most dogs will give their lives to save the lives and the property of their masters. Dogs, especially Alsations, have helped the Police to arrest criminals.

Bulls are daily used to pull our carts and ploughs. They also supply us with meat. In certain places bulls help to pull out large buckets of water from a well. Horses too have done their share of work. They have carried people over long distances. Riding a horse also provides good exercise to the body. Finally, the humble donkey helps our dhobies to carry their clothes to the washing-place and back.

We can think of many other animals that help man in two ways. They work for him and give him their flesh for food. Let us therefore be kind to our dumb friends.

## 22. A visit to a Museum

1. Entrance
2. Snakes, Insects and Butterflies.
3. Weapons of war — Skeletons of Elephant and Whale.
4. The man-eater of Punani.

Last week our Class Teacher took us to the Colombo Museum. To most of us, this was our first visit. We were therefore highly excited. Our first surprise was that admission to the Museum was free. We thought we had to buy our tickets at the gate. So, we just walked in.

Among the first things we saw, were the snakes. Different kinds were preserved in large bottles. Our teacher explained to us which of them was poisonous. He also showed us some marks by which we could identify poisonous snakes. That was a useful lesson. Next, we were in the midst of hundreds of insects and butterflies of all colours. It was a beautiful sight. They were neatly arranged in glass-covered boxes.

We were then taken to the room where weapons of olden days were exhibited. There were bows and arrows, swords, spears and old-fashioned guns. The teacher next showed us the complete skeleton of an elephant. We watched that for some time, wondering at the size of each thigh-bone! He also showed us some bones of a whale. Judging from those bones, the whale must have been a very large one.

All of a sudden we stood before a leopard that was staring at us! For a few seconds we thought it was alive! The teacher told us that it was a man-eating leopard. It had eaten more than twenty people at a village called Punnanai. One day he was shot and his carcass was handed over to the museum.

It was getting late. So we rushed through the other rooms, and got back to school. We thanked our teacher for his kindness and went back to class.



23. Your younger brother Ravi, and you usually return home from school at about 3 p. m. One day, as both of you had not yet returned, your father went to school by car to look for you. On the way he saw you alone, crying. You told your father, that a passing taxi forced your brother into the car and drove off. You gave him the number and colour of the taxi. Describe the action your father took, and what followed.

When my father heard me, he wasted no time, but drove straight to the Police Station. He complained to the Sergeant on duty that his son, Ravi was kidnapped a few minutes before. He gave the Sergeant the number of the Morris Minor and its colour. The policeman took down the complaint and immediately got into the Police Jeep with us.

I showed him the road taken by the kidnappers. The officer speaking through the microphone of the Police Radio, told the public, to stop the Jeep if they had seen a black Morris Minor which roused their suspicion. During the time he made this announcement, the driver reduced speed, so that anyone could stop the Jeep. When we had come to a certain junction, a small crowd of men shouted frantically to us to stop.

One of them, a tall man, said that the car carrying Ravi had just passed that way and pointed out the road it had taken. He was sure of what he said because he heard a boy crying aloud, "Daddy, save me!" The driver turned the Jeep to the road indicated by the man and drove at full speed. No announcement was made on that road by the Sergeant. In the next few minutes we saw the car. It was stopped and we all drove to the Police Station. I thanked God and the Sergeant for saving my brother (235 words)

## QUESTIONS

### A

1. What is meant by (a) roused their suspicion (b) reduced speed (c) the road indicated by the man (d) at full speed (e) frantically.
2. Why was the tall man sure that he had seen the correct car?
3. Who is a kidnapper?
4. Why did the police driver reduce speed?
5. Why was no announcement made after the tall man spoke to them?
6. Write the words opposite in meaning to the following words:— (a) immediately, (b) lost time, (c) reduced speed (d) tall. (e) sure.

### B

*Change, as directed:—*

1. My father heard me (To passive)
2. He wastes no time. (To passive)
3. No announcement was made on that road by the Sergeant. (To active)
4. It was stopped by the policeman. (To active)
5. He drove at full speed. (To negative)

### C

*Fill in the blanks with the correct word or words given within brackets:—*

1. My mother ..... (drive, drove, drives) our car slowly, whenever she is ..... (at, on, with) the wheel.
2. We have ..... (show, shown, showed) the answers to the teacher.
3. He was sorry that he ..... (cannot, could not, can) reduce the price.



4. If they had ..... (driven, drive, drove) faster, they ..... (can, could have, can have) caught the man.
5. Ravi ..... (was kidnapped; kidnapped; is kidnapping) by some men.

## D

Write down these words and make sure of the spelling and their meanings:—

- |                  |  |
|------------------|--|
| 1. Straight      | 2. Sergeant (also spelt "Serjeant" — pronounced "SAR — JENT) |
| 3. immediately.  | 4. suspicion (Verb:- Suspect)                                |
| 5. announcement. | 6. complaint (Verb:- complain)                               |

## ANSWERS

## A

1. (a) (The car) roused their suspicion = The car made them feel that the people in the car were doing something wrong. (b) went at a slower speed. (c) the road pointed out by him. (d) very fast (e) wildly excited.
2. He was sure because he heard a boy shouting, "Daddy, save me."
3. A "kidnapper" is a person who steals children, or carries off a person by force, illegally. (against the law)
4. He reduced speed so that anyone can shout and stop the jeep.
5. If the kidnappers heard the announcement, they would have driven off and escaped.
6. (a) leisurely. (b) gained time. (c) increased speed (or accelerated). (d) short. (e) uncertain.

**B**

1. I was heard by my father.
2. No time is wasted by him.
3. The sergeant made no announcement on that road.
4. The policeman stopped it.
5. He did not drive at full speed.

**C**

1. drives; at.
2. shown.
3. could not.
4. driven; could have.
5. was kidnapped.

—o—

**24. The Rain — our Servant as well as our Master.**

After a long drought, a shower of rain is hailed as a most welcome gift from Heaven. The parched earth drinks up the water eagerly; the withering plants spring back to life, and grass appears all over, as if by magic. Soon, irrigation tanks and lakes are filled, and are ready to irrigate the fields when the rains cease. So far, the rain has been man's faithful servant, keeping man and animals and trees alive, and happy.

But sometimes the rain becomes a nuisance. It prevents us from getting to our places of work. It causes the cancellation of important journeys, and interesting events like Cricket and Football matches. If it goes on incessantly for a few days, a major flood can be caused. We all know what such a flood can do. Whole villages, and even parts of towns are destroyed. Thousands lose their homes, their property and entire live-stock. The rain is now absolute master, and not the servant that it once was. By now, it has claimed hundreds of lives!

The joy that was present at the start of the rainy season has now given place to extreme sorrow. However, such calamities happen rarely. For the greater part of our lives, rain has been our servant — and, a very faithful servant, indeed!

(215 words)



## QUESTIONS

### A

1. What is meant by:— (a) drought. (b) hailed as a gift from Heaven. (c) parched earth. (d) nuisance. (e) live-stock. (f) absolute master. (g) claimed hundreds of lives. (h) calamity. (i) incessantly. (j) rarely.
2. Why do people fear a major flood?
3. Are there major floods in Ceylon?
4. What has the rain done for us, as our servant?
5. What causes major floods?
6. Write the words opposite in meaning to the following:— (a) welcome, (b) appear, (c) fill, (d) cease, (e) alive, (f) happy, (g) part, (h) rarely,
7. What live-stock do most farmers possess?

### B

*Change as directed:—*

1. He prevents me from getting out. (To negative)
2. The rain causes the cancellation of important journeys. (To passive)
3. Whole villages are destroyed by the rain. (To active)
4. Floods have claimed hundreds of lives (To passive)
5. Further play was prevented by rain. (To active)

### C

*Fill in the blanks with the correct word or words in brackets:—*

1. The men ..... (has gone, have gone, is going) to work.
2. In Ceylon, we ..... (rarely, frequently, never) have major floods.
3. The members continually disturbed the meeting. The Chairman, therefore, ..... (destroyed; cancelled, prevented) the meeting.

4. If only this rain ..... (fell, falls, had fallen) one month ago, these plants ..... (would have been; will be; would be) saved.

## D

Write down these words, and make sure of the spelling, and their meaning:— 1. drought. 2. heaven. 3. eager. 4. servant. 5. nuisance. 6. incessantly 7. season. 8. live-stock, 9. journey. 10. cease and seize.

## ANSWERS

## A

1. (a) a long period of dry weather; want of rain. (b) welcomed as a gift (present) from God. (c) hot and very dry earth. (d) any action that annoys us (or makes us displeas'd); anything disagreeable (e) animals (cows, bulls, goats, buffaloes) kept for use, or for profit. (f) complete master over us. (g) caused the death of hundreds of persons. (h) terrible misfortune, ruin. (i) continually; without stopping or ceasing (i) happening after very long periods; uncommon.
2. They fear a major flood because houses are destroyed, (by floods) thousands of people are killed and the entire cultivation is also destroyed.
3. Major floods are uncommon in Ceylon. They are rare. They come rarely (seldom).
4. As our servant, the rain gives us water for our own use, and to keep the plants and animals alive.
5. Heavy rain for long periods causes floods.
6. a. unwelcome, not wanted. b. disappear. c. empty  
d. begin. e. dead. f. unhappy. g. whole  
h. frequently.
7. Most farmers have the following live-stock on their farms:— cows, bulls, goats, buffaloes etc.



**B**

1. He does not prevent me from getting out.
2. The cancellation of important journeys is caused by the rain.
3. The rain destroys whole villages.
4. Hundreds of lives have been claimed by floods.
5. Rain prevented further play.

**C**

1. have gone, 2. rarely, 3. cancelled, 4. had fallen; would have been (saved)

**25. Imagine you are the Principal of a School. One of the old boys of this school has been elected a Member of the National State Assembly. Write out what you will do to honour him. You may call the new Member, Mr. Ratnam**

I shall first call a meeting of the Tutorial Staff of the school and discuss the matter with them. I shall suggest that we invite him to the school on a day when he is free. He will be garlanded at the entrance to the school by one of the girls of grade 5. The Staff and I will then bring him to the Hall, where a Welcome Song will be sung by the girls.

I shall then speak of his achievements at school and congratulate him on his success. The President of the Staff Guild will make the next speech. The final address will be by one of the boys of grade 10. Mr. Kandiah, our English Teacher, will be in charge of training that boy.

Mr. Ratnam, will then reply. I shall, along with the Vice-Principal and Mrs. Sinnathamby, take him round the school. He will be proud to note the improvements to the Science Laboratory and the Library. That will be the opportune moment for me to tell him that we are short of six classrooms, and request him to do whatever possible to get the classrooms built.

During this time, the hall will be re-arranged for the garden party. I shall escort Mr. Ratnam back to the Hall, where we shall have light refreshments. I shall then lead him to the entrance where the students will be assembled, for the last item on the agenda, I shall thank him for his visit, after which he will reply. I shall declare the rest of the day a holiday.

## QUESTIONS

### A

1. *What is meant by:-* (a) suggest. (b) achievements. (c) congratulate. (d) short of rooms. (e) refreshment (f) escort. (g) Tutorial Staff. (h) opportune moment (i) lead him to. (j) agenda.
2. What is Mr. Ratnam now?
3. State two reasons for taking Mr. Ratnam round the school.
4. State the difference between the "address" in this essay and "address" on an envelope.

### B

*Fill in the blanks with one of the following words. You may use a word more than once.*

*by; for; to; in; of; on; at.*

1. The visitor was met.....the entrance.....the school.....the Principal.
2. I am proud.....my old school.
3. The hall was re-arranged.....the examination.
4. A meeting.....the committee took place.....the 4th of April.....3 p. m.....the Staff Room.
5. We served him.....light refreshment.

### C

*Join the following pairs of sentences into one sentence using the word in brackets:-*

1. I took the poor boy to my house. There, I gave him some food. (where)



2. Here comes my old friend. I lent a book to him more than one year back. (whom)
3. Mr. Ratnam is an old boy of our School. He won the election this year. (who)

### D

*Use an apostrophe (') where necessary:-*

1. Its not your book It is theirs.
2. Theres a man waiting for you.
3. Yours sincerely.
4. The Principals car is there, but its driver is missing.
5. Whos he? I think he is Mr. Normans son.

-o-

## ANSWERS

1. (a) To suggest something to a person = to put your ideas to that person, hoping that he will accept those ideas; Eg:- I suggest that we invite him to our school. (b) -his achievements in school = what he did (or accomplished) when he was in school. (c) = tell him how happy we are that he has done something great; (d) = we haven't enough rooms. (e) food or drink (or both) to make us feel fresh. (f) accompany (or go with) a person for the sake of protecting him from danger, or for guiding him; or for honouring him (g) the teaching staff (not those who work in the office. They are the "Clerical Staff") (h) The right (or best) moment to do something. (i) same meaning as "escort" him; (j) agenda = a list of items of business; the things you are going to do at a meeting etc.
2. He is now a member of the National State Assembly. (formerly called "Parliament")
3. (a) To make Mr. Ratnam feel proud that his old school has improved (b) to make him get the necessary money from the State to build new classrooms.

4. In this essay "address" means "a speech delivered to an audience". The other "address" is the name of a person and the place to which a letter is directed.

### B

1. at; to; by. 2. of; 3. for; 4. of; on; at; in. 5. with.

### C

1. I took the poor boy to my house where I gave him some food.
2. Here comes my old friend to whom I lent a look more than one year back.
3. Mr. Ratnam, who won the election this year, is an old boy of our school.

### D

1. It's (it is) not your book. It is theirs.
2. There's (there is) a man waiting for you.
3. Yours sincerely.
4. The Principal's car is there, but its driver is missing.
5. Who's (who is) he? I think he is Mr. Norman's son.

**NOTE:-** The following PRONOUNS are written WITHOUT an apostrophe:— his, hers, yours, ours, theirs and its. It's= It is; There's= there is; Who's= Who is.





## 26. Two Friends discuss the relative merits of Cricket and Football. Write out their conversation.

[*“Discussing the relative merits of Cricket and Football” = “Comparing the two games & speaking of the good and unfavourable points”*]

[*The two friends are Dick and Tom*]

*Tom*:— Aren't you going to watch the Cricket match between Royal College and St. John's College? It is expected to be a very interesting match.

*Dick*:— Why do you suppose that it will be an interesting match?

*Tom*:— The two sides are equally good (or evenly matched). Both have, so far, won five matches each. Both schools have able batsmen and very good bowlers.

*Dick*:— That may be so (may be as you say). But I do not like to spend so much time on a game. The Sports Editors of Newspapers say exactly what you now said—that this game will be thrilling and exciting, and so forth. But usually, such games do not live up to expectations. They become dull and end in a tame draw. I certainly prefer to watch a game of Football.

*Tom*:— You are, right in a way. When the batsmen see a very large crowd watching them, they are extra careful. That makes the game dull. But this match.....

*Dick*:— This match, too may end that way. Besides, don't you think that we waste too much time watching this game? A game of Football is over in one hour. The whole hour is packed with thrills. There is no dull moment in football. There is rapid movement all the time. In any case, I have no time today. You carry on. I wish you luck.

*Tom*:— Thanks, Dick. I hope you will not miss the match between the Australian Test team and the all Ceylon Team.

Dick:— When will that come off?

Tom:— In September this year.

Dick:— Right, Tom I shall go along with you to see that match.

## QUESTIONS

### A

1. *What is meant by:*— (a) It is expected to be interesting. (b) I suppose so. (c) thrilling match. (d) live up to expectations. (e) end in a tame draw. (f) That may be so (g) In any case, I shall not watch the match. (h) Carry on. (i) Coming off. (j) The game is packed with thrills.
2. Why are many Cricket matches dull?
3. How long does a game of Football last?
4. Why are football matches nearly always thrilling?
5. *Write the sentence:*— "I like Football matches better than Cricket matches," using the word "prefer" instead of "like."

### B

*Fill in the blanks with the correct word or words in the brackets:—*

1. The insurgent.....(arrested; was arrested; is arresting) by a soldier.....(in; on; at) midnight.
2. I.....(writing; am writing; writes) a letter just now. Please do not.....(disturb; disturbs; disturbing) me.
3. He was so tired of.....(answer; answers; answering) so many questions, that he.....(left; was leaving leaves) the room.

### C

*Each word or phrase (group of words) underlined is the answer to a question. Write the question.*

- Example:* Q. He returned from Colombo on Monday  
A. When did he return from Colombo?



- The crow built her nest on the top of a tree.  
 We go to school to learn  
 3. The boy went with his parents to see a picture.  
 4. The teacher hit the boy on the head.  
 5. John used his brother's car for the trip.

## D

Fill in the blanks with the correct form of the verb "be":—  
 [The FORMS of the verb "BE" are:— is; are; am; was;  
 were; has been; have been; shall be; will be;]

1. I.....a student.
2. He.....in England last year.
3. She.....to Europe several times.
4. We.....in Grade 8 next year.
5. This year we.....in Grade 7

—o—

## ANSWERS

## A

1. a. We expect that it will be interesting.
- b. I also think so; but I am not sure what will happen.
- c. exciting match - not at all dull.
- d. do what people expect them to do.
- e. "A tame draw" is a dull, uninteresting ending to a match, where neither side won.
- f. It may be as you think. That is, they may be really clever at the game.
- g. "In any case" = Whether the match is dull, or interesting, I shall not watch it.
- h. "Carry on!" = you do what you have decided to do.
- i. "When is it coming off!" = When will this happen?  
or— When will this match take place?
- j. It is full of exciting moments.

2. They are dull because the batsmen are too careful, and are afraid to hit the ball hard.
3. It lasts (goes on) for one hour.
4. The players have only one hour. During this time both sides try hard to score a victory. That is why most football matches are interesting to watch.
5. I PREFER football TO cricket.

## B

1. was arrested; at. 2. am writing; disturb. 3. answering, left.

## C

1. Where did the crow build her nest?
2. Why do we go to school?
3. With whom did the boy go?
4. Whom did the teacher hit?
5. Whose car did John use?

## D

1. am 2. was 3. has been 4. shall be (or) will be 5. are.

—o—

## 27. My last day in School

I have been a student at St. John's College for the last six years. I sat for the G.C.E. (Adv. Level) examination twice. According to the regulations, I have to leave school now.

After such a long association with my school, it is painful to think of bidding good-bye to it. I have had a happy time right along, as I was a hard-working student, and the teachers were quite pleased with my performance, I have made plenty of friends. It is sad to think that my last day in this school has dawned.

I went on this day with a heavy heart, ready to take my certificates. I saw my class-teacher first. He is an able and painstaking man. It was with a pang of sorrow that



I wished him "good-bye." He assured me of success at the examination I sat for. He also told me that he expected me to rise to great heights. A tear rolled down my eye when I said, "good-bye, Sir!"

I met the other teachers, and finally saw the Principal. He expected me, for, he had my certificates ready. He told me that he was very sorry that I had to leave school that day. Handing my certificates to me, he reminded me that I should join the Old Boys' Association without delay, and take an active part in the affairs of the school,

I promised that I would never forget an institution that nurtured me for six years, and set me on the high road to success. I then took my certificates, and left the premises.

## QUESTIONS

### A

1. *What is meant by:*— (a) regulations (b) bidding good-bye (c) performance. (d) with a heavy heart. (e) pang of sorrow. (f) rise to great heights. (g) nurtured (h) The last day has dawned. (i) I have to leave. (j) assured me of success.
2. What kind of man was your class - teacher?
3. What did the class - teacher tell you about your future?
4. Why did a tear roll down your eye?
5. Do you think that the Principal was an efficient man? Give reasons for your answer.

### B

*Fill in the blanks with the correct word in brackets:—*

1. I joined this department in January 1965 and left it in December 1970. I ..... (have worked; worked; am working) there for six years.
2. He occupied that house in January 1970. He still lives in the same house. He ..... (lives; has lived; lived) in that house for more than three years.

3. The man ..... (was watched; was watching; watched) the funeral procession, when a hand-bomb exploded very close to him.
4. If only you ..... (study; studied; had studied) harder, you ..... (could have passed; could pass; passed) that examination.

## C

*Change as directed:—*

1. Who stabbed the prisoner? (To passive)
2. How can such a difficult problem be solved by me? (To active)
3. This is the house. I spoke to you about it last week. (Join into ONE sentence)
4. This boy worked very hard (To present)
5. He knows his work well. (To negative)

## D

*Rewrite correcting all errors:—*

1. The price of shirts have almost doubled.
2. He asked me what did I do yesterday.
3. Animals, like lion, is very strong.
4. We can hear his car is passing our house everyday.
5. I saw bird on branch of tree.
6. Our neighbour is singing every morning.

## ANSWERS

## A

1. (a) Rules (by the Department of Education.) (b) saying farewell to a person. (c) your work at school (or elsewhere) (d) with great sorrow. (e) pain of mind (f) rise to a high position in life. (g) brought up; cared for; trained and educated. (h) The last day has begun. (dawn = early morning) (i) I must leave; I cannot stay on there any longer. (j) Told me that I was sure to succeed.



2. My class teacher knew his work well and took great trouble to help the students.
3. He told me that I would hold a high position later.
4. ["A tear rolls down your eye" when you cry]  
I began to cry because I could not control my sorrow.
5. Yes, I think he was efficient, because he guessed that we would go to him for the certificates, and had everything ready.

## B

- |                     |   |   |
|---------------------|---|---|
| 1. <i>worked</i>    | } | The rule is this. If you CONTINUE to work or live in the place about which you talk, use " <i>has lived</i> " or " <i>have lived</i> " to show that you STILL work or live there. |
| 2. <i>has lived</i> | } |   |

If you refer to the place, *after* you have left the place or work, say "*worked*" or "*lived*" — *without* using "*has*" or "*have*".

*Example* "I *lived* in this house for ten years" = you DO NOT live there now.

I *have worked* in this office for thirty years = you started working there thirty years ago, and you STILL WORK there.

3. was watching — (the bomb fell WHILE he was busy WATCHING the funeral procession).
4. had studied; could have passed. The sentence means that he did NOT study hard, and did NOT PASS the Examination.

## C

1. By whom was the prisoner stabbed?
2. How can I solve such a difficult problem?
3. This is the house about which I spoke to you last week?
4. This boy works very hard.
5. He does not know his work well?

## D

1. The price of shirts *has* doubled.  
[What has doubled? The price, or the shirts?]
2. He asked me what I HAD DONE the previous day.

- 3 Animals. like *the* lion, are very strong.
4. We can hear his car passing our house everyday.
5. I saw a bird on the branch of a tree
- 6 Our neighbour sings every morning.

—o—

## 28. The Influence of the Newspaper.

The chief use of Newspapers is to help us to know what is going on, not only in our own country, but also all over the world. Almost in every town, there are correspondents who send the latest news to the Head Office of the paper. If the news is of urgent, public interest, it is sent by telegram, and we are able to read it the following morning.

Newspapers are useful in a number of other ways too. Doctors who require blood of a certain group to save the life of a patient, inform the newspapers. Within minutes of the publication of the news, the doctor is given the blood, and the patient is saved. Poor people who require treatment by a specialist, often get the chance of being treated abroad, solely through the help of Newspapers. In the same way, they have helped in the education of poor, but gifted children, in the redressing of wrongs, in the maintaining of justice, and in many other ways.

Unfortunately, these same newspapers are sometimes guilty of publishing false news about important persons and thus damaging their character. They have also caused the downfall of Governments by spreading malicious news about them.

But, generally speaking, nearly all newspapers have been of immense help to the people. In Sri Lanka, for example, people from all walks of life read the papers daily, and keep themselves informed. This means, that the country is becoming more and more educated.

(245 words)



## QUESTIONS

### A

*What is meant by:—* (a) news of public interest (b) treated abroad. (c) solely. (d) gifted children. (e) redressing wrongs. (f) damaging their character. (g) malicious news. (h) immense. (i) people from all walks of life. (j) keep themselves informed.

### B

*use "a" "an" "the" or "some" where necessary.*

1. Please give me ..... glass of ..... water.
2. .... orange costs more than ..... mango.
3. .... table is made of ..... wood.
4. .... children do not like ..... sugar.
5. .... letter that I received this morning is from ..... Principal of my school.
6. Tom received ..... letter from his father.
7. .... umbrella is very useful during ..... rainy season.
8. We go to ..... Church to pray.
9. .... workmen went to ..... Church to repair the roof.
10. .... **book** on ..... table is ..... interesting one about ..... animals.

### C

*Fill in the blanks with the correct form of the verbs in brackets:—*

*[Forms of the verb "BE":— is, am, are, was, were, has been, had been, have been, will be, shall be]*

1. I ..... (come) to see you yesterday, but you ..... (be) not at home.
2. Our servant ..... (go) shopping every morning.
3. He ..... (live) in this house still. He ..... (live) in it for the last ten years.

4. If you ..... (go) to see the match last week, you ..... (see) some beautiful batting by Sobers.
5. You ..... (can pass) that examination, if only you ..... (study) a little harder.
6. We can hear the two men.....(fight) with each other

## D

Write the following words and learn their spelling and meaning.

country; urgent; certain; patient; chief; minute; special; justice; guilty; malicious; mischievous; becoming; generally; pleasant; servant.

—o—

## ANSWERS

## A

(a) news that people are very anxious to know. (b) given medical attention in a country outside Ceylon. (c) only (d) intelligent children. (e) taking away what has been wrongly done to a person, by treating him justly (with justice); (f) spreading false stories about them. (g) stories that are meant (calculated) to destroy the good name of a person. (h) very great. (i) people of all occupations— doctors, teachers, labourers, servants etc..... (j) read the papers regularly, and know the latest news.

## B

1. a;.....; 2. an; a; 3. a;.....; 4. some;.....;
5. The; the; 6. a; 7. an; the 8. ....; 9. some; the.
10. The; the; an;.....

## C

1. Came; WERE; 2. goes 3. lives; has lived 4. HAD GONE; COULD (or WOULD) have seen. 5. could have passed; had studied 6. fighting (or) fight.

—o—



29. A dialogue between a clerk who is frequently late to office, and his employer.

*Employer*:- Mr. Perumal, you are late again, in spite of my repeated warnings. I suppose you will now come out with the same excuse.

*Mr. Perumal*:- Yes, Sir. That has been my only excuse for coming late—the inefficiency of the C. T. B. officers to write out a Time Table and follow it.

*Emp*:- Now, now, Mr. Perumal. Do not blame others to cover your lapses. If you found that a certain bus was running late everyday, you should have taken the obvious step of catching the earlier bus.

*Mr. P*:- But, Sir, do you know that it leaves my area at 7-30. I have two objections to catching that bus. First, I shall be too early to office and shall be wasting my time at the gate here. Secondly, I have plenty of work every morning at home. I don't expect my wife to cope with such an amount of work.

*Emp*:- Don't you have a servant?

*Mr. P*:- I cannot afford a servant on the salary I get. If you increase my salary by 50 per cent, I can afford one.

*Emp*:- That cannot be done. If I do so, all the other officers will clamour for a similar increase. I see that you have a genuine excuse. I have a proposal to help you.

*Mr. P*:- It is kind of you, Sir, to think of helping me. May I know what your plan is?

*Emp*:- If you take the 7-30 bus, you are at office one hour earlier than the others. Start your work immediately on arrival. I shall pay you an additional 50/- for the extra work you do. With that money, you can employ a servant. He or she, as the case may be, will help your wife to attend to the morning chores.

*Mr. P.:-* Thank you very much, Sir. That is a very good arrangement.

*Emp.:-* To help you to get a servant immediately, I am giving you the additional fifty rupees with retrospective effect from last month. Here is that sum of fifty rupees.

*Mr. P.:-* I am grateful to you, Sir. You may now be sure, I shall not be late from today.

[338 words]

—o—

## QUESTIONS

### A

*What is meant by:—*

(a) i. employer. ii. employee. (b) in spite of my warning.  
 (c) inefficiency. (d) lapses. (e) an obvious step. (f) objections.  
 (g) to cope with the work. (h) cannot afford. (i) clamour for  
 a similar increase (j) genuine excuse (k) on arrival (l) he or  
 she, as the case may be (m) morning chores (n) with  
 retrospective effect (o) grateful.

### B

*Fill in the blanks with the correct form of the words in brackets:—*

Last night, a man.....(snatch, my bag and.....(run) away, I.....(can) not run after him, because it..... (be) dark. You may come in. I.....(finish) my lunch just now. So I.....(lie) on my bed last night, I..... (think) about the accident where my friend.....(die) I.....(can save) him from death, if I.....(be, there) a few seconds earlier. I now.....(feel) very sorry that I.....(not come) a little earlier. I.....(be) more careful in future.

### C

*Answer in complete sentences:—*

1. Why was the employee (Mr. Perumal) late to office?
2. Why did he not take the earlier bus?



3. Had he a servant? If not, why?
4. Was the employer a cruel man or a kind person? Give reasons.
5. For what purpose was the additional payment given?

## D

Write out the following words & learn their spelling and meaning:—

repeat; inefficiency; clamour; genuine; excuse; servant; grateful; rupees; immediately; earlier.

—o—

## ANSWERS

## A

(a) *i.* An employer is a person who gets the help of another, and pays him a salary for the work done. *ii.* The person who does the work and receives the salary is the employee.  
*(b)* although I have warned you. *(c)* inability to do something correctly. *(d)* mistakes; carelessness *(e)* a step or an action that should have been quite clear and unmistakable *(f)* a dislike a reason for not doing something *(g)* to cope with some work—to try hard and do it successfully *(h)* not rich enough (to feed a servant and pay him) *(i)* appeal for or demand an increase like the one given to him. *(j)* a clear and proper excuse. *(k)* as soon as you arrive there *(l)* “He” if it is a man; “She” if the servant is a woman. *(m)* household work done every morning *(n)* having application to the past (and not to the future) Eg: If the promise of an increase of salary was made in April, he received 50/- more in April & also 50/- for the *previous month*—March *(o)* thankful.

## B

1. snatched; 2. ran; 3. could; 4. WAS; 5. have finished  
 6. lay; 7. thought; 8. had died; 9. COULD HAVE SAVED  
 10. HAD BEEN 11. feel 12. did not come 13. shall be (or) will be.

## C

1. He had no servant, and had to help his wife to finish the house work. 2. The earlier bus would take him to office about one hour earlier. Moreover, he would not have been able to help his wife to finish the work at home. 3. He had no servant, because he was not rich enough (could not afford) to pay a servant and feed him too. 4. He was a kind and sympathetic man. He understood the man's troubles and helped him to engage a servant. 5. The additional payment of 50/- was given to help him to engage a servant.

—o—

### 30. Write your arguments for or against Corporal Punishment in Schools.

I shall argue *against* corporal punishment. By corporal punishment, I mean all kinds of punishment which causes physical pain to the student. My first argument is, that this form of punishment is nearly always preceded by a severe scolding, spiced with humiliating remarks. So that, the student is punished both mentally and physically—which is far too severe for a school child.

Nearly all our schools are co-educational ones. This means that any punishment meted out by the teacher is watched by students of the opposite sex. Nothing is more humiliating to a student, than to suffer such pain of mind. Many teachers lose their temper and call students by all sorts of names. Some of these are picked up by other students, and flung at the unfortunate student off and on.

If a child does not want to learn, it usually means that the teacher has treated the subject with indifference. The teacher should prepare his lesson well and present it in an interesting way. Then students will become interested and listen to the teacher and study.



There are a few children who will not listen to the teacher even then. The teacher should try other forms of punishment, like detention after school, or writing out that lesson two or three times. Failing here too, the teacher should send for the parent and explain the position to him. If, even after that, the child shows no interest in studies, the only thing to do is to leave him alone.

[250 words]

—o—

## QUESTIONS

### A

*What is meant by the following:—*

1. corporal; 2. argue; 3. precede; 4. spices 5. mete out punishment; 6. humiliate; 7. flung; 8. treat with indifference
9. off and on; 10. explain the position to; 11. lose their temper.

### B

1. What are the different kinds of corporal punishment commonly used? 2. Name some spices used to FLAVOUR our curries? 3. What is the order of precedence in a school? 4. Usually, what kind of punishment precedes (goes before) corporal punishment? 5. What happens usually when a teacher calls a student "a donkey"? 6. In most cases, why do children dislike a certain subject? 7. What do you call something that is neither good, nor bad?

### C

*Fill in the blanks with the correct form of the word in brackets:—*

1. Don't go on.....(shout) like that.
2. I enjoy.....(read) in the afternoon, after..... (try) to finish my homework.
3. I don't like..... (she, read) my letters.
4. Do you like..... (I, read)..... (you) letters?
5. The teacher insisted on..... (he, do) the exercise at once. [Insisted on=said that he MUST do it]

6. There is no use.....(you, try) to work this difficult sum.
7. Have you any objection to (OR:- Do you MIND).....  
.....(I, use) your fountain pen for a few minutes?

## D

Write these words and learn their spelling and meaning :-

- a. corporal      b. physical;      c. argument      d. precede  
e. indifference      f. listen      g. scold      h. studies

—o—

## ANSWERS

## A

1. Relation to the body—physical;      2. give your reasons for saying something; prove that you are right.      3. go before (usually thunder and lightning PRECEDE rain)      4. These are used to make our curries smell and taste better. (Some of them are :- cinnamon and pepper)      5. administer or give out that punishment. (Usually the teacher sends a lazy student to the Principal. The Principal metes out punishment to the student)      6. Make a person feel very humble and very low.  
7. threw or thrown (fling; flung; flung)      8. taking no interest in something or in somebody. [Combining Nos. 6 and 8:- If you treat a person with indifference, he will feel humiliated.]  
9. Occasionally or frequently.      10. explain what has happened  
11. get angry.

## B

1. The different forms of corporal punishment used in school are :- caning, slapping and knocking.
2. The usual spices are :- cinnamon; cardamon; cloves; pepper and cummin seed.
3. The order of PRECEDENCE in a school is :- 1st the Principal, 2nd Teachers, 3rd the Monitors, 4th the Students. [The monitor takes precedence over the other students]
4. A severe scolding usually precedes corporal punishment.



5. Other students pick up that word and humiliate that student by referring to him as "the donkey".
6. In most cases, the reason is that the teacher is not prepared with his lesson chiefly because he himself is not much interested in the subject. In such cases the students will dislike that subject.
7. A thing is either "Good" or "Bad" or "INDIFFERENT"

## C

1. Don't go on shouting like that
2. reading; trying
- 3 I don't like HER READING my letters.
4. Do you like MY READING YOUR letters?
5. his doing;
6. your trying;
7. Have you any objection to my USING your pen? or:- DO YOU MIND my using your pen?

—o—

31. You are a candidate for one of the Wards in an Urban Council Election. On the day before the Election Day, you address the voters for the last time. Write out the speech that you propose to deliver.

Ladies and Gentlemen,

I need not remind you that tomorrow you will elect a Member for Ward 6. Today, being my last opportunity to address you, I shall briefly outline to you what I propose to do, if you elect me as your Representative.

Our roads are in a wretched condition. I shall endeavour to get them repaired as early as possible. This will be my main task. You also know that we have a Library only in name. If the funds are not readily available for the purchase of new books and magazines, I shall see that they are bought. Some of the leading citizens of this Ward have already promised to help me set up a decent Library. Two of them will supply us the Newspapers that are commonly read here and one patriotic person has volunteered to be the

Librarian without any payment, until the Council is able to pay him. I have even made arrangements to plant flower trees round the Library, to give it a pleasant look.

I shall also launch a campaign to keep the town clean. Every house-owner I contacted has promised to provide a litter bin in front of his house. There will then be no difficulty for the scavenging lorry to pick up all litter.

There now remains the question of supplying our roads with Electric Lights. The extension, I am afraid, is beyond the ability of the Council. I shall, however try my best to get at least the Main Roads supplied with lights. I now leave it to you to choose me or not. I earnestly hope you will trust me to do all I have promised, and elect me as your Representative.

(280 words)

—o—

## QUESTIONS

### A

*What is meant by:*

1. Opportunity
2. briefly
3. representative
4. endeavour
5. funds
6. readily available
7. purchase
8. patriotic person.
9. volunteer
10. pleasant
11. launch a campaign
12. litter bin
13. earnestly.

### B

*Answer the following questions in complete sentences:—*

1. What does the candidate think is the most urgent need of the town?
2. How does he propose to maintain the Library without help from the Council?
3. What steps has he taken to keep the town clean?
4. Write in your own words what is said about the Librarian



## C

*Underline the correct answer given in brackets:-*

1. "I wish he hadn't gone home." This means that (a) He went home. (b) He did not go home. (c) He was hoping to go home.
2. "He wished that she had taken his car". This means that:- (a) She had taken his car (b) She stole his car (c) She had not taken his car.
3. The teacher told her pupils, "You should be in the class room at this time, and not on the playground". This means that (a) The pupils were in the class room. (b) They were on the playground. (c) They had gone to the staff-room to see the teacher.
4. "How she wished that her mother was alive on that day". This means:- (a) That her mother was already dead. (b) Her mother was living. (c) Her mother was not to be seen.
5. "John and his parents lived in Negombo for ten years". This means that (a) They do not live in Negombo now. (b) They tried, for ten years, to get a house at Negombo (c) They still live in Negombo.
6. "They have lived in that house for ten years". That means that (a) They do not live in that house now. (b) They live in that house still. (c) They are all dead.

## D

*Write these words down and learn their meaning and spelling:-*

- (a) tomorrow, (b) opportunity, (c) address (d) brief  
 (e) representative (f) wretched (g) endeavour, (h) repair  
 (i) ready, (j) purchase, (k) volunteer (l) pleasant,  
 (m) campaign, (n) council (o) earnest

—o—

## ANSWERS

## A

1. A good chance, 2. in a few words; in a short-speech.
3. One who is elected and sent to the Council to take the place

of the voters, and to speak for them. 4. try 5. money kept by the Council for the purpose of attending to the needs of the people. 6. "readily available" — it is there for use whenever you want it. 7. to buy 8. A person who loves his country or place in which he lives, and who is ready to defend the freedom of that place, and the rights of the people living there. 9. A person who is ready to help, without anyone forcing him to do so. 10. Agreeable to the minds and feelings and senses of people—something that people will like to see and hear. 11. Launch=start. "launch a campaign" = to start speaking to the people (about keeping the city clean) and make them all think about, and take part in, an organised course of action. 12. A large vessel, usually made of metal into which "litter" or rubbish can be thrown. 13. seriously.

### B

1. He thinks that the most urgent need of the town is to repair the roads. 2. He has already asked his friends to help him to maintain the Library, and they have promised to do so. 3. He has already asked all the people in that town to place a "litter bin" in front of the house and put all unwanted rubbish into it. 4. The Librarian knew that there was no ready money to pay him, so he told the candidate that he would do the work of Librarian free of charge till the Council was able, to pay him.

### C

1. He went home.
2. She had NOT taken his car.
3. They were on the playground.
4. The mother was already dead.
5. They do NOT live there now.
6. They live in that house STILL.

Note, in 5 and 6, the meaning of "lived" and "HAVE lived".



2. Imagine that you sat for the G. C. E. (Adv/Level) Examination in December last year. The Newspapers announced that the results would be published on the next day. Describe your experiences until you read your results.

When I read in the "Ceylon Daily News" that the results would be published on the following day, I was in a high state of excitement. I telephoned to the Department of Examinations, and they confirmed the news. I was a private candidate, and expected the post peon to bring my results. Twenty long hours to go before the peon came my way! I could do nothing but wait.

The day dragged on like a wounded snake. Evening came. And now, there was a whole, long night between me and the results. But sleep, that "balm of life", did not trouble to soothe me. It baffled me till mid-night. It was only then I was able to sleep. My mother, seeing the state I was in, gave me a hot cup of milk, hoping it would send me to sleep. I thanked her in my heart as I lay my weary head on my pillow.

I did not know the time. It was my responsibility to wind the Wall Clock, but I had forgotten all about it. I slept, I do not know for how long, until I heard the familiar bell. I listened. Yes, it was the post peon's bicycle bell!! My heart hammered away, as I approached the road. A final ring, and the peon thrust a long-envelope into my shaking hands.

Could the peon have read my results? Some do. I studied his face. It was pale, and registered disappointment! The whole family was now round me. My sister, noticing that I was shivering, snatched the envelope from me and opened it. She announced, in the tones of one reading an obituary notice, "You have failed in all four subjects!"

I cannot say what my reaction was. All I remember is that my mother had switched on the lights and stood by me. She said, "You were shouting in your sleep. Had you a bad dream?" Oh! Then I knew I was dreaming!

I had not long to wait. It dawned. It was a beautiful morning when the post peon handed me the envelope. I opened it, to find that I had passed in all four subjects, with credit passes in Chemistry and Physics!

—o—

## QUESTIONS

### A

*Write the meaning of the following words and phrases (groups of words):—*

1. confirmed the news
2. balm of life
3. It baffled me
4. my responsibility
5. my heart hammered away.
6. thrust
7. registered disappointment.
8. obituary notice
9. my reaction to something
10. I could do nothing *but* wait.

### B

*Answer in complete sentences:—*

1. The story says that the sister snatched the envelope from him and opened it. Did that really happen?
2. Which of these statements is true?:- (a) He got credit passes in all four subjects. (b) He failed in all four subjects. (c) He passed the examination, but failed to get any credit passes. (d) He passed the examination and got two credit passes.
3. What part did the mother play in this story?
4. In paragraph four, are the words, "Some do". Who are "some", and what do they "do"?
5. (a) Why did he forget to wind the clock? (b) Should he have wound it? [WIND; WOUND; WOUND]
6. Who told him that the Newspaper report was correct?
7. What school was he attending when he took up the examination?
8. At what time did he finally sleep?



## C

Fill in the blanks with one of the following words:—

no; any; much; many; few; a few; none.

1. How.....students passed in English in your school?
2. There was.....money in the first purse. In the other purse too, there was.....He was very unlucky that day.
3. I was surprised to see.....students in my class, although it was raining very hard.
4. Is.....teacher absent today?
5. The present President is a man of.....education.
6. ....towns have such a splendid Library.

## D

Make sure that you know the meaning of each of the following pairs of words:—

- |                  |   |                  |
|------------------|---|------------------|
| (a) read; reed;  | (b) expect; except;                       | (c) hours; ours; |
| (d) weight; wait | (e) wound (the clock); wound (on my leg); |                  |
| (f) heart; hart; | (g) heard; herd;                          | (h) road; rode;  |
| (i) hole; whole; | (j) pale; pail.                           |                  |

—o—

## ANSWERS

## A

1. He said that the news was correct.
2. A "balm" is applied to burns and wounds. It eases the pain. "Sleep" is here described as a "balm" that helps you to forget your troubles.
3. Sleep slipped away (went away) from me.
4. Something entrusted to me; some work given to me, trusting (or hoping) that I will do it; something I had to do.
5. It beat very fast, owing to my excitement.
6. Pushed.
7. "Registered disappointment" :- the peon's face showed signs (registered) that I was going to be disappointed. (I was NOT going to get what I expected)
8. A notice of death (usually in Newspapers); a notice in the newspaper saying that someone is dead. The notice also gives the time and date of the funeral.
9. What I did or

what I *felt* when that "something" happened. In this story, I cannot remember what I said or felt when my sister told me that I had failed. 10. I was unable to do any work, *except* to wait. (The **ONLY** thing to do was to wait).

### B

1. It did not really happen. It was a dream.
2. "d" is true. He passed the examination, and got two credit passes.
3. (a) Before he went to sleep, she gave him a hot cup of milk. (b) When the son shouted in his dream, she switched on the lights and spoke to him.
4. "Some" = some post peons; "do" = open the envelope and read the results. So, "some do" means; "Some post peons open envelopes and read the letters".
5. (a) He forgot to wind the clock, because he was in an excited state. (b) Yes, he *should have wound* the clock, because that was his responsibility.
7. Some person in the Department of Examinations told him that the news was correct.
8. He was not attending any school then. He took up the examination as a Private Candidate.
9. He finally slept at 12 (mid-night).

### C

- |          |              |          |        |
|----------|--------------|----------|--------|
| 1. many. | 2. no; none. | 3. a few | 4. any |
| 5. much. | 6. few.      |          |        |

### D

The following sentences should make the meanings clear :

- a. I read the newspaper daily. Some mats (on which people sleep) are made of reeds.
- b. If the clouds are black, and if there is thunder and lightning, we can *expect* rain. All the students are in class today *except* the monitor (The monitor is **NOT** in the class).
- c. There are twenty four *hours* in a day. These cows are *ours*. They belong to us.
- d. My *weight* is a hundred pounds. Please *wait* for me at the bus stand.
- e. "wound" is the past tense of "wind" I *wind* the clock every Sunday morning. I have **WOUND** the clock already. The doctor cleaned and dressed the *wound* on my leg.



- f. My *heart* will beat until I die. A *hart* runs very fast.  
(A "hart" belongs to the DEER family)
- g. We *heard* that our Principal was transferred. I saw a *herd* of ten elephants in the forest.
- h. We see very few motor cars on our *road* on Public Holidays.  
"Rode" is the past tense of "Ride".  
I *rode* a bicycle to school.
- i. I dug a deep *hole* and buried our dead cat.  
There was very heavy rain, and the *whole* class was absent.
- j. He does not like dark colours. He has painted the walls with a PALE - BLUE paint (light blue).  
A *pail* is a vessel (made of wood or metal) for carrying liquids. Eg: A *pail* of milk.

—o—

### 33. The beggar problem in Sri Lanka.

Wherever we go in Sri Lanka, we are confronted with beggars of all descriptions. They are now becoming bolder than before, and combine begging with picking pockets, or actively helping pick-pockets. They are fast becoming a serious menace.

A familiar sight at nearly all bus-stands is a woman, dressed in scanty, dirty rags. She carries a starving child in one hand, and a tin in the other. She walks along the queue and holds the tin very close to the faces of people standing in the queue. A few turn their heads away until she moves on. But most people drop a coin into the tin, not that they have any sympathy for her, but in order to get rid of that ugly sight and smell.

Many of these beggars are able to work, but they prefer begging to working, because it is a much easier way of making money. We have read of a Ceylonese beggar who

died recently, leaving about Rs. 1250/- in the Savings Bank. He also had more than Rs. 100/- with him, at the time of his death! There is also the New York beggar who had accounts in forty three banks when he decided to "retire" from begging!

If this menace, this eyesore is confined to our people only, it may not appear so serious. But when tourists from foreign lands complain of being harassed by beggars, it is time that action is taken to prevent them from meeting tourists. Otherwise, we shall be driving away a potential source of income.

Visitors also carry away a very poor impression of our social conditions. More and more tourists are flocking into Ceylon, and therefore the State should face this problem, and find a solution as early as possible.

—o—

## QUESTIONS

### A

*Write the meanings of the underlined words and phrases in the passage.*

### B

*Answer the following in complete sentences:—*

1. Why are beggars described as a "serious menace?"
2. How do some beggars force people to give them money?
3. If you give a job to a beggar, what will his reply usually be?
4. What impression will Tourists form when they see so many beggars?
5. Use the words "confined" and "harassed" in sentences that do not have any connection with the essay.
6. Is tourism on the decrease or on the increase?  
What should be done by the State to see that tourism does not go "on the decrease"?



Write in the passive:—

1. We showed the visitors our new car. (2 ways)
2. The teacher tells the student to be neat.
3. The parents have brought up this child very badly.
4. We shall take him to the hospital tomorrow.
5. I can show you my new record-player this evening (2 ways)

## D

Write the following words and learn their spelling and meaning:—

beggar; serious; menace; queue; sympathy; because;  
tourist; source; social; therefore.

—o—

## ANSWERS

### A

*Confronted with:*— Meet (the beggars) face to face (This is a kind of meeting we do not like)

*menace:*— danger to our freedom; *familiar:*— a sight known to all; not new to anyone; *starving child:*— a child who has not eaten food for some time; a child suffering from extreme poverty; *sympathy for her:*— have a feeling of sorrow for her; feeling of kindness for such person;

*prefer begging to working:*— they like begging better than they like working; [Note:— “Prefer” is followed by “TO” (not “than”)]; *eyesore:*— an ugly object that we do not like to see; *confined to our people:*— is only for our people to see; shut in, so that others do not see it or bear it; [Eg:— Telling a person who frequently says “bad” words:— “Confine your bad words to your own house. Do not use them outside your house”]; *harass*— annoy and worry or trouble again and again (repeatedly); *potential source of income*— “income”— money or profit that you get from your work, lands etc; the *source of income* is the job or work or land or anything else that brings you that income *Potential source of income:*— something ABLE to create or bring to us that income.

## B

1. Beggars are a serious menace because (a) they obstruct people on the road and do not allow them free to walk about. (b) they come very close to us in dirty, evil-smelling rags and hold their tins close to our faces, to FORCE us to give them money. (c) they pick our pockets too, if we are not careful. (d) they give foreigners the impression (or idea) that we do not care for the poor—that we are a hard-hearted people.
2. They force people to give them money by being importunate. That is, by repeatedly worrying them, and refusing to go away unless people give them something.
3. His reply will usually be, "I prefer begging."
4. They will think that we are not only a very POOR nation, but also cruel and hard-hearted, because we do not look after poor people.
5. *Confined*: (a) The Minister was ill and CONFINED to bed. (b) The thief was confined in prison for two years.
- harass*:- The policeman harassed the man until he gave him the information wanted by the Police.
6. It is on the increase. If the State does not want it to increase, they must do something to KEEP the beggars OUT of our roads.

## C

1. (a) The visitors were shown our new car by us. (b) Our new car was shown to the visitors by us.
2. The student is told by the teacher to be neat.
3. This child was brought up very badly by the parents.
4. He will be taken to the hospital by us tomorrow.
5. (a) You can be shown my new record-player this evening;  
OR: My new record-player can be shown to you this evening by me.



## 34. The Tourist Industry in Sri Lanka

Sri Lanka is well known throughout the world for its scenic beauty, its agreeable climate and for the hospitality of its people. More and more people are therefore visiting our Island which is fast becoming a Tourist Paradise. Tourism is now becoming a "big" business."

A number of First Class Hotels have come up along Lanka's beautiful sea-coast, to provide accommodation for the thousands of tourists visiting us annually. Many have found employment in these hotels, while many others earn their living by supplying the numerous articles required by these hotels. Even lads of fourteen and fifteen are hard at work providing a steady supply of crabs, lobsters, prawns and cuttle fish to these hotels. These are delicacies eagerly sought by Tourists.

A Tourist has everything planned out for him before he comes here. But a few of them are very unlucky. The first "attraction" forced on them is the evil-smelling, importunate beggars. He might also encounter another nuisance. That is, the Tout, who informs the Tourist that he knows every place that will interest him. Those who hire such guides come to grief — They lose everything they have! The Department of Tourism now has Registered guides, and Tourists are quite safe from bogus touts.

Tourists spend lavishly during their stay here, and make the country richer by their presence. It is therefore the duty of the State to see that nothing mars their happiness during their stay in our midst.

—o—

### QUESTIONS

#### A

*Write the meanings of the underlined words and phrases in the Essay.*

## B

Answer the following questions in complete sentences:-

1. Why do greater number of Tourists visit Lanka?
2. How can Tourism help Lanka?
3. Who are "bogus touts?" Why shouldn't they be allowed to guide Tourists?
4. What action has the State taken to safeguard Tourists.

## C

Fill in the blanks with suitable prepositions. You may choose from the list below. Use each preposition only once:-

by, to, with, in, off, for, on, without, between, from, round, near, into, under.

1. My house is about fifty yards ..... the station.
2. The lecturer spoke ..... us ..... "The right use of leisure"
3. This letter was written ..... a pen friend.
4. Hold this carefully ..... both hands.
5. You may see me ..... my office ..... two and two fifteen today.
6. Some very rich men have travelled ..... the world several times
7. He bought a wristlet watch ..... Rs. 300/-
8. I got ..... the bus, and sat ..... the driver.
9. A thief was hiding ..... my bed.
10. Do not go out in the rain ..... an umbrella.
11. Please keep ..... the grass. (This means:— Please do not walk on the grass.)

## D

Write the following words and learn their spelling and meaning.

scenic, beauty, business, sea coast, accommodate, annually, sought (past tense of "seek"); nuisance, guide, presence, midst.



## ANSWERS

## A

*Hospitality*:— Receiving guests or strangers in a friendly way. *Tourist Paradise*:— a very happy place for a Tourist. *Tourism*:— (To “tour” is to go on a journey from place to place) = Organised or well-planned touring. *Provide accommodation*:— supply a convenient place to stay in. *A steady supply*:— supply without a break; without stopping. *delicacy*:— a special kind of nice food which everybody likes. *eagerly sought*:— (sought = past tense of seek, = look for, try to find out) = keenly look for something to satisfy your desire for it. In this essay — tourists try to find out places where they can eat delicacies like crabs prawns etc. *Attraction*:— Something that forces you to stand and look. A Wesak pandal with lights is an attraction. Here, it is used to mean the *opposite*. That is why it is put within quotation marks. The whole sentence means:— The tourist looks for scenic beauty etc. But the tout takes him far away and steals whatever he has and drives him away. An *Importunate* person goes on asking you for something again and again - repeatedly — He worries you till he gets it. *Encounter* = meet someone, or something that you don't like to meet. *Tout*:— A person who worries a visitor to hire him as his guide. *Come to grief*:— end up or finish up with disappointment and sorrow; feel sorry at the end. *Bogus touts* = touts who say they are good guides, but actually are thieves. Spend *lavishly* = spend plenty of money cheerfully, *mar* = ruin or spoil — destroy their happiness.

## B

1. They visit Lanka because it is such a beautiful place. It has an agreeable climate. Moreover, the people are very friendly towards foreign visitors. 2. Thousands of Tourists visit Lanka every year. They are all very rich people. They spend a great amount of money here, buying all sorts of things, all along their way. They pay any amount they are asked. So, not only the hotels, but a good many others make a lot of money. In this way they help our country. 3. (a) There are thugs and thieves who tell the Tourists that they

themselves are the best guides. These are the "bogus touts"  
 (a) They shouldn't be allowed to guide Tourists because they take the tourists to the wrong place, and give them plenty to drink. When they are quite drunk, the touts steal their money, camera, watch etc. and disappear. 4. The State has appointed specially trained guides to help Tourists.

## C

1. from, 2. to, on, 3. by, 4. with 5. in, between,  
 6. round 7. for, 8. into, near 9. under  
 10. without 11. off. [Keep off the grass = Do not walk on the grass]

—o—

### 35. A Dialogue between two persons on the effect of banning the import of certain items of food.

*White:-* You heard the latest news, Brown?

*Brown:-* No, I didn't. What's it?

*Wh :-* The Government has decided to stop the import of rice from January 1974. Isn't that a crime?

*Br :-* Now, I remember. But why do you call it a crime?

*Wh :* Are we not suffering already as a result of the shortage of a number of other articles of food? Why add this burden too?

*Br :-* But, White, have you seriously considered the advantages gained by the people from the ban on the import of food items, like chillies, onions and potatoes? Do you know that we are very near self-sufficiency in these three items? It should be the same with rice.

*Wh :-* That may be true. In fact, what you say is true. But, what are we going to do till our farmers produce enough rice for the whole of Lanka?

*Br :* We can surely make-do with bread. But I am sure your problem will not arise because we will have enough rice by the time the import is stopped.



*Wh:* Let us hope so. The State has raised the Guaranteed Price of paddy to Rs. 1<sup>2</sup>/<sub>2</sub>- a bushel. This should be enough incentive to speed up cultivation, and be ready when the ban is imposed.

*Br:* Oh yes! at the same time farmers are cultivating chillies and onions in larger quantities. So, let us not grumble. This Cabinet of Ministers knows what it is doing. Its actions might seem unpalatable just now. But in the long run, they will pay dividends.

*Wh:* I am glad I talked to you on this matter. Like uneducated villagers, I did not consider what the State was trying to do.

*Br:* Let us tighten our belts for just a year or two more. After that, I am certain you will bless and praise this Government.

*Wh:* I hope so. Thanks for enlightening me.

—o—

## QUESTIONS

### A

*Write the meanings of the underlined words and phrases in the dialogue.*

### B

*Answer in complete sentences:—*

- (1) What is the "crime" referred to by White? [He has "referred to" a crime = He has written about, or spoken about a crime].
- (2) What was the advantage gained by the people of Sri Lanka from banning the import of certain food items?
- (3) If our farmers cannot supply all the rice necessary after the ban on rice imports, what can people do?
- (4) Why shouldn't people grumble about food?
- (5) In what way did White behave like a villager?

### C

*Change to active:—*

1. The lazy boy is being punished by the teacher.
2. This house can be built by the people of Lanka.
3. My bicycle

has been stolen. 4. The ball was caught by our captain.  
5. Let this be done by him. 6. Rice is cultivated by these farmers.

## D

Write these words and learn their spelling and meaning:—

government; already; burden; enough; guarantee;  
tighten; certain; praise; enlighten.

—o—

## ANSWERS

## A

1. *burden*:— a heavy weight; 2. *Consider the advantages*:— think about the good done by something. 3. *importing goods*= to bring goods into our country. *ban* (imports)= not to allow; to prohibit imports. 4. A country is *self-sufficient* in a certain food item, if that country has ENOUGH of that food, and it need NOT import that food. The country is “very near self-sufficiency in onions”= The country has NEARLY ALL the onions”= they require. 5. *In fact*= Truly; 6. *To make-do*: If we haven’t enough rice, we must use another food in its place. We now use bread, if we haven’t enough rice. We then say, “If we haven’t enough rice, we make-do with bread.” 7. *That problem will not arise*= We shall NOT have that problem; That problem will not come up. 8. *An incentive*:— We can understand this with an example. A boy is not keen on working. You then tell him, “If you do this work before 6 p. m; I shall give you a chocolate.” Here, the “chocolate” is the “*incentive*” which makes the boy work. The Government’s incentive is, “Cultivate more paddy. We will pay the paddy at 18/- a bushel.” (The previous price was 14/-) The additional 4/- is the *incentive* to make farmers cultivate more paddy. 9. *Speed up cultivation*= make more farmers produce more paddy quickly. *A ban is imposed* (the import of chillies)= The Government does not allow us to import chillies. When that ban is lifted (or taken away) then, we can import that article. *To grumble about something*= to complain again and again about it.



*Unpalatable*:- Something you don't like; you don't enjoy; something disagreeable.

*In the long run*:- In the end (after facing many difficulties) *will pay dividends* = will bring *good* results at the end; *tighten our belts* = to go without food; (or) eat less than before.

*enlighten* = to give information about something; to help to understand a thing better.

## B

1. White says, "We are already suffering without enough chillies, onions etc. It will be a crime (a great sin) if we have no rice also" 2. When farmers know that a certain food cannot be imported, they immediately begin cultivating that article. This is the "advantage" gained by banning some food items. 3. People can find some other food to take the place of rice. There are other grains like kurakkan, or they can eat bread. 4. People should not grumble about the shortage of food, because the Government is taking a very necessary step to see that we do NOT depend on foreign countries later. 5. He should have *considered* or *thought about* what the Government was trying to do. But he did not consider. In this respect, he behaved like an uneducated villager.

## C

1. The teacher is punishing the lazy boy.
2. The people of Lanka can build this house.
3. SOMEONE has stolen my bicycle.
4. Our captain caught the ball.
5. Let him do this.
6. These farmers cultivate rice.

### 36. A dialogue between two persons on their hobbies.

*Anton:-* Come here, Bertram. Have a look at my garden. I cannot contain myself for joy. See the number of fruits on my chillie plants. There must be more than a thousand there.

*Bertram:-* Congratulations! I didn't realise that one of your age could achieve so much.

*Ant:-* I am not a baby, Bertie. I am an able-bodied young man of fifteen. Daddy gave me one-eighth of an acre of land to do whatever I liked with it.

*Bert:-* And you have put that small plot of land to the best use, I see. I am afraid, I shall have to give up my hobby of rearing poultry, and follow yours. You see, I have great difficulty in feeding my birds.

*Ant:-* Why, Bertie, what's your difficulty? It can't be insurmountable, surely?

*Bert:-* You see, Anton, the price of a 56 pound bag of Layers' mash was Rs. 13-75 a few months back. Now, it has gone up suddenly to Rs. 20/-. Poultry keeping is not a paying concern now.

*Ant:-* But can't you mix your own feed?

*Bert:-* It can be done if I can get the necessary ingredients. Their cost, too, is prohibitive.

*Ant:-* So, what do you propose to do?

*Bert:-* I intend selling the lot, and investing the money on growing chillies, like you.

*Ant:-* Well done! If a business does not pay, give it up at once, and switch on to something that gives you an encouraging return.

*Bert:-* I am putting in an advertisement in the Sunday Observer. I hope I shall get a good price for them.



*Ant:-* Good luck, Bertie. Go ahead. And when you start your gardening, tell me I shall give you all the help I can.

*Bert:-* Thanks, Anton. I shall certainly avail myself of your rich experience. Thank you.

—o—

## QUESTIONS

### A

*Write the meaning of the underlined words and phrases in the dialogue.*

### B

*Answer the following questions in complete sentences:—*

1. Why was Anton very happy?
2. What was the extent of the land given to him?
3. Why did Bertram wish to stop rearing poultry?
4. Why did not Bertram prepare poultry food by himself?
5. Sate, in your own words, Anton's advice to his friend about running a business.

### C

*Change to Indirect speech the following:—*

*Study the example first.*

*Example:-* Direct speech:- He said, "I am going home."

Indirect speech:- He said that *he* WAS going home.

*N. B.* Note the changes: (a) "I" becomes "he"; "that" connects both parts; verb "am" becomes "WAS".

*Now try the following exercise:—*

1. He says, "The train will be late"
2. The teacher told the boy, "You are very lazy."
3. She told the doctor, "My mother is ill"
4. He told me, "Your dog barks fiercely."
5. I told him, "Your dog does not bark at all."

## D

The words underlined are answers to certain questions.  
Write the questions.

1. Mrs. John's mother spent a month in hospital  
because she was suffering from fever.
2. She will be sent to school next month.

## E

Write the following words and learn their spelling and meaning:—  
thousand; congratulation; achieve; acre; afraid; poultry;  
necessary; business; switch; advertisement; certainly;  
experience.

—o—

## ANSWERS

## A

1. *I cannot contain myself for joy:* I cannot control my happiness;
2. *didn't realise* = did not fully understand (how you could do so much);
- (3) *achieve* = do something successfully;
- (4) *able-bodied* = well-built; strong.
- (5) *I am afraid.....* = I have to (must) admit with sorrow that.....
- (6) *give up* doing it = stop doing it.
- (7) *rear poultry:* grow; bring up fowls etc.
- (8) *yours* = your HOBBY;
- (9) *insurmountable:* a difficulty is surmountable if you can conquer or overcome that difficulty; It is insurmountable = The difficulty cannot be overcome. I cannot win the battle; *It can't be insurmountable* = It IS surmountable = It CAN be overcome — The difficulties can be overcome. We can win.
- (10) *Layers' mash:* A food mixture for LAYING hens;
- (11) Not a paying concern:— "Concern" is another word for "business"; *paying concern* = a business that will PAY me well = a successful business;
- (12) *ingredient* = one of the parts in a mixture; *one* of the articles of food used in the mash for laying hens.



(13) *prohibitive cost* ≈ the cost is so great that we cannot make the mash; The high cost of the ingredients prevents us from buying them; (14) the lot ≈ the whole thing, here: ALL the fowls). 15. avail myself OF your experience ≈ HELP myself by sharing your experience.

## B

1. Anton was very happy because his chillie plants were bearing plenty of fruits.
2. It was one eighth of an acre in extent (size)
3. He wished to stop rearing fowls because he could not pay such a high price for poultry food. The price had nearly doubled suddenly.
4. He could not prepare the food himself because the cost of each ingredient was very high.
5. Anton said, "If you find that a business does not bring you any profits, give up (stop) that business and start a new business which will bring you profit. This profit must encourage you to continue the business."

## C

1. He says that the train will be late.  
(Because "says" is present, we need NOT change "will" into "would" )
2. The teacher told the boys that HE WAS very lazy.
3. She told the doctor that HER mother WAS ill.
4. He told me that MY dog BARKED fiercely.
5. I told him that HIS dog DID not bark at all.

## D

1. (a) Whose mother spent a month in hospital? (b) How long did Mrs. John's mother spend at hospital?  
(c) Where did Mrs. John's mother spend a month?  
(d) Why did Mrs. John's mother spend a month in hospital?
2. (a) Where will she be sent next month?  
(b) When will she be sent to school?

### 37. The Patriot

The popular conception of a "Patriot" is "A person who loves his country." This does not give us the true picture of a patriot. According to most dictionaries, a patriot is one who loves AND SERVES his country — one who defends his country's freedom — one who is ready to fight, if necessary, to defend the rights of his fellow citizens.

So that, a man who shouts, "I love my country", at the top of his voice, but does nothing when he sees his countrymen being deprived of their rights, is NOT a patriot. He is a humbug! We are fortunate that we had Statesmen in the past who fought for the rights of the people and preserved Democracy for succeeding generations.

When, for example, the British were our masters they did not allow workers to form themselves into Trade Unions. Instead, workers were dismissed at the will of the Superior. There was no question of fighting the matter out in Courts of Law. Once the person was dismissed, he stayed dismissed.

But there were Statesmen who spoke vigorously in public against such treatment. Some of them were put into prison for attempting to fight against the British rulers. Immediately, other leaders sprang up and took their place to defend the rights of the people. When the prisoners were freed, they started attacking the Government again for not giving the people their inalienable rights.

These are the people whom we may call "Patriots". Merely going up a platform, and saying that they are ready to shed their blood for their country, will not make them patriots. To earn the name "Patriot" they must not only say so, but be actually ready to suffer in the defence of the rights of their countrymen.



## QUESTIONS

### A

*Write the meaning of the underlined words and phrases.*

### B

*Answer the following questions in complete sentences:—*

- (1) What exactly do we mean when we say, "He is a patriot."
- (2) What is the difference between a "politician" and a "statesman"?
- (3) Give an instance where workers were deprived of their rights under British rule.
- (4) Under British rule, what happened to persons who fought for the rights of their countrymen?
- (5) Name three "inalienable rights" in a democratic country.

### C

*Combine the following pairs of sentences by means of one of the relative pronouns given below: Read the examples first:—*

*who; whom; whose; which:*

*Example 1.* The girls serve in the shop. They are the owner's daughters.

*Answer:—* The girls who serve in the shop are the owner's daughters.

*Example 2.* The man is called John. I met him yesterday.

*Answer:—* The man whom I met yesterday, is called John.

1. The table is made of satin wood. I bought it last week.
2. Mr. Smith is an advocate. His children study in our school.
3. Our neighbour spoke to me today. He came here only yesterday.
4. The man was complaining of the high prices. I met him in the market.

## D

Write the following sentences in the Indirect Speech:—

1. She said, "My brother went to America last year"
2. He told his mother, "Why did you call me?"
3. "Please do not read so loud," Ratnam said to me.
4. "Stop talking and listen to me," said the teacher to her class.
5. He said, "Will you have lunch with me tomorrow?"

## E

Write the following words and learn their spelling and meaning:—

country; truly; necessary; voice; noise; fortunate;  
 democracy; succeed; allowed; aloud; court; vigour;  
 vigorously; ready; blood;

—o—

## ANSWERS

## A

*Conception*= a thought; an idea; *deprived of their rights*= their rights were taken away from them; *humbug*= a person who pretends to be something that he is really not. Eg: If a poor man pretends to be rich, we call him a humbug, an imposter or a cheat; *fortunate*= lucky. *Statesman*:- a politician who really serves his country. He thinks not of himself, but of the people and future generations. He is a FAR-SIGHTED, PRACTICAL politician. *Preserved democracy*:- safeguarded the people's right to choose their own Government; *succeeding generations*:- people who are born after us. *dismissed at the will of the superior*:- The superior did not care for any rule or law. He dismissed anyone he did not want. *There was no question of fighting*= Nobody thought of taking the matter up in courts (taking their complaint to courts) *Vigorously*= with much force and strength *leaders sprang up*:- leaders suddenly appeared, to take the place of those who were put in prison. *inalienable right*= a right that cannot be taken away from us.



## B

1. He is a person who loves his country, and is ready and willing to suffer in order to safeguard the rights of his countrymen. He will gladly go to prison for fighting against a government that takes away the rights of his countrymen.
2. A "politician" has now come to mean a person who pretends (makes others think) that he is anxious to serve his countrymen. He gets elected to Parliament, and once he is safe, he thinks only of HIS OWN future. A Statesman is also a politician. But he works actively for his countrymen. When a law is going to be passed, he thinks of how that law is going to affect future generations. He does not think about making enough money to spend till his death.
3. Workers were dismissed without sufficient notice. If the worker angered his white superior, he was dismissed. The workers tried to form Unions, but they were not allowed. That right was taken away from them.
4. They lost their jobs, and were often thrown into prison.
5.
  1. Man has a right to choose his own government.
  2. He has a right to be heard by judges if he has any complaint against his superiors.
  3. He has a right to belong to any religion he chose.

## C

1. The table *which* I bought last week, is made of satin wood.
2. Mr. Smith, *whose* children study in our school, is an advocate.
3. Our neighbour, *who* came here only yesterday, spoke to me today.
4. The man *whom* I met in the market, was complaining of the high prices.

## D

1. She said that her brother HAD GONE to America the previous year.
2. He asked his mother why SHE HAD called HIM.
3. Ratnam requested me not to read so loud.
4. The teacher ordered (or advised) her class TO stop talking and (to) listen to HER.
5. (a) He asked me if I would have lunch with him **the** next day (or "the following day") (or) (b) He INVITED me to lunch with him the following day.

### 38. The good Student

Nearly all students think only of their studies when at school. Some think, that in addition to doing well in their studies, they should be good sportsmen too. Few students think of setting a good example to others, and conducting themselves in such a way as to make others remark, "Here is a shining example of a good student."

What then is expected of a good student? Primarily, he should be a gentleman. He should not call his fellow-students by humiliating names, and make them feel miserable. Some students, from backward areas, are quite unaware of how to behave in company. The good student will gently point out to them their errors, and encourage them to adopt better manners. Thus, he is imperceptibly doing a great service, without expecting any reward.

He will respect his teachers. He will stand when they enter or leave the class, and salute them in the usual way. He will not take advantage of any weakness on the part of a teacher. He will have the same respect for teachers who do not have any work in his class, and for the Principal.

In studies, he will try his best to reach the top of his class, but, at the same time, he will be ready to help the weaker ones. He will not use unfair means to defeat a better student. For example, he will not copy from his books or notes during a test. Nor will he attempt to deceive the examiners in any other way.

Even on his way to school and back, he will set an example. He will walk on the correct side of the road, and will not encourage the forming of large groups that indulge in passing remarks at passers-by. Such students are rare now-a-days. As time goes on, there is a possibility that our Maha Vidyalayas will turn out such students.



## QUESTIONS

### A

*Write the meaning of the words and phrases underlined in the essay:—*

### B

*Answer the following questions in complete sentences:—*

1. Name three qualities of a good student which may be noted at school.
2. How can a good student be an example to other students on the road?
3. What harm can result in students forming large groups on public roads?

### C

*Write the meanings of the following groups of words, (called PREPOSITIONAL VERBS) and use them in sentences so as to bring out the meaning clearly:—*

1. stand by    2. stand for    3. stand up to;    4. stand out
5. take after;    6. take back.    7. take down;    8. take for
9. take in.    10. take over

### D

*Fill in the blanks with correct form of the verbs in brackets:—*

- (1) I began.....(write) at 8 a. m. today. I hope.....  
(finish) the work by 4. p. m. (2) If I dropped this, it.....  
(break) (3) If he runs fast, he.....(catch) the train  
(4) If I had known that he was a murderer, I.....(go)  
to the police at once. (5) Ismail told me that he.....  
(see) you last week.

### E

*Write the following words and learn their spelling and meaning:—*

themselves; quite sure; quiet place; encourage; usual;  
reach; ready; week; weak; unfair; defeat; deceive; group.

## A

*Conduct themselves*:— behave; *expected of* = a good student = People think that a good student SHOULD behave in a certain way. He is expected to be an example to others.

*Primarily*:— First of all; chiefly; *humiliating names* = names that will make the child feel that he (or she) is lower than the others; *feel miserable*:— feel unhappy or worthless — *unaware of* = a person is unaware of a certain thing, if he DOES NOT KNOW that there is such a thing, encourage them to

*adopt better manners* = advise them and help on to *change over to* a better way of dealing with others — *imperceptibly* = without being noticed by others; quietly.

*indulge in passing remarks*:— please themselves by saying something to make people who pass by them angry.

*passers — by* = those who pass by them.

*rare* = not common; unusual; *turn out* = produce.

## B

1. (a) He does not call others by names which make those persons feel worthless or unhappy. He will do nothing to make others unhappy.

(b) He will help children from backward areas to change their village and jungle habits and get some "polish". He does this without anyone noticing it.

(c) He will not use unfair means (methods) to go to the top of his class.

2. He will advise them not to go in large groups on the road because they will obstruct traffic and cause dangerous accidents.

3. They will prevent traffic moving fast. Accidents may occur if the road is full of children.

When children are in groups, they become bold and use bad language at people who pass them.

## C

1. *Stand by*:— (a person) = continue to support and help him. The dog is coming at us. But do not be afraid, I shall *stand by* you.



2. *stand for*:— is a sign of; represents; takes the place of = "etc" *stand for* "and so on".
3. *stand up to*:— will not be affected by or injured by.....  
This watch will *stand up to* rough use.  
(That is:— you can use it roughly. It will not stop)
4. *stand out*: be easily seen.  
Brightly coloured dresses will *stand out* in a crowd.
5. *take after* (someone) = be like that (someone). He is *taking after* his sister. She is also fat.
6. *take back* (what you have told someone), withdraw the words. I am sorry I used angry words while talking to you yesterday. I *take back* those words. So please FORGET that I used those words.
7. *take down* = write while someone is reading to you or someone is writing on the board.  
*take down* this story in good, neat handwriting.
8. *Take for* (a thief or a fool etc.) = think that someone is a thief or a fool.  
What do you mean by talking to me so rudely? Do you *take me for* a thief? or, do you *take me for* a fool?
9. *Take in*:— deceive - fool other people by saying lies. The man said he was blind. I was sorry for him and gave him some money. He immediately ran away. He wasn't blind. He *took me in*, and made a fool of me.
10. *Take over*:— continue the work (done by us). We stopped work at 4 p. m. and the other workers *took over* from us.

## D

- |                         |                  |                 |
|-------------------------|------------------|-----------------|
| (1) writing; to finish, | (2) would break. | (3) will catch, |
| (4) would have gone.    | (5) had seen.    |                 |

## 9. The Elephant Trapper

People usually choose a profession where there is no danger to life or limb. But there are a few who revel in danger. The man who collects poisonous snakes for a Zoo or a snake farm and the man who shoots leopards and tigers to get their valuable skins are examples. But, by far the bravest and the most intrepid of them all, is the elephant trapper.

Those who have not heard of this strange tribe, will think that these trappers are usually armed with high powered rifles fitted with telescopic sights, a pair of binoculars, tranquillizers and steel ropes! They are wrong. For, our trapper takes only a double barrellled gun and a coil of deer-skin rope — and, of course, a vast load of brazen courage.

The party of trappers is about eight or nine. They take with them enough provisions to last a few days. They select a spot which is a haunt of wild-elephants, and make their camp there. They keep watch by turns for a herd that contains one elephant or more of about four or five years in age and about six feet in height.

When such a herd appears, they spot out the calf they wish to trap. Then comes the most courageous of human deeds. They walk quietly behind the calf they have spotted, armed only with a gun and a coil of deer-skin rope. When they are close enough, they shout to chase away the mother and other adult elephants, slip the noose over one of the hind legs of the calf and make fast the other end to a convenient tree.

That does not end the dangerous side of the trapping. The enraged mother may appear at any moment to rescue her calf. At the same time, the calf is trying hard to escape.

The calf struggles on for a day or more, during which time he becomes weaker and weaker, until he is finally broken-in. The animal is now tame enough to be led home, where he is sold for about Rs. 3000/-.



## QUESTIONS

### A

*Write the meaning of the underlined words and phrases in the Essay.*

### B

*Answer the following questions in complete sentences:—*

1. (a) Write the names of three occupations which, are very dangerous. (b) What do all people wish to safeguard in their occupations?
2. (a) How are elephant trappers armed? (b) At what price is the captured calf sold?
3. What kind of elephant do they capture? Give reasons.
4. Imagine that you are an elephant trapper. Write what you did from the time you left your house, up to the time you returned home with a tame calf.

*Write the opposites of:—*

- |               |               |               |                    |
|---------------|---------------|---------------|--------------------|
| (a) usually   | (h) danger    | (c) poisonous | (d) valuable       |
| (e) brave     | (f) strange   | (g) high      | (h) wrong          |
| (i) few       | (j) appear    | (k) quiet     | (l) close          |
| (m) hind legs | (n) make fast | (o) same      | (p) a hard problem |
| (q) more      | (r) weak      | (s) tame      | (t) sold           |

### C

*Change to Indirect speech:—*

- (1) He says to me, "I will do the same thing myself if I were in your place."
- (2) He said to me, "I would do the same thing myself, if I were in your place"
- (3) He said to me, "Where are you going?"
- (4) They said to her, "How did you do that?"
- (5) The boy asked the tailor, "When will my dress be finished?"
- (6) He asked me, "Why are you so sad?"
- (7) I asked the lady, "Which book are you taking?"
- (8) The doctor told my mother, "Do you sleep in the afternoon?"
- (9) She asked me, "Have you seen my new hat?"
- (10) My mother asked me, "How do you like this cake?"

## D

Rewrite using an apostrophe where necessary:—

1. Wheres mummys needlework book.
2. Tis in the kitchen. [Tis=It is]
3. All these books are ours. All those are theirs.
4. Johns father knows that theres a birthday cake on his table.
5. I told the childrens servant, "Heres your umbrella. I believe its yours"

## E

Write the following words and learn their spelling and meaning:—

limb; poisonous; leopard; a pair of scissors; pare your finger nails; steel knife; don't steal; double barrellled gun; courage; a herd of buffaloes; I heard his speech; rescue.

—o—

## ANSWERS

## A

*limb* = leg or arm; *revel* = merry and cheerful; *by far* the bravest = when you compare them with the bravest men in other fields (or places), you will find that the trapper is much braver than even those men. *intrepid* = having no fear; very brave, *trapper* = one who catches an animal with a noose *tribe* = a race or a class of people. *telescopic sights*:— a telescope fitted to the barrel of a gun. It helps you to see the bird or animal very close, making it easy to shoot it. *tranquillizer* = a drug injected into an animal to make him be quiet for some time. In this case, the tranquillizer can be "shot" into the animal with a gun. *brazen courage*; boldness of a very high order, very great bravery. *provisions* = food and water. a *haunt* of elephants = a place where they usually gather or meet. *make fast* the rope = tie it very tightly, so that it cannot get loose; *enraged* mother = very angry mother; *rescue* her calf = save her calf. *broken-in* = made quiet and tame.



## B

1. (a) Catching poisonous snakes for Zoos; shooting leopards and tigers to get their skins; trapping wild elephants. (b) They wish to safeguard themselves from serious injury or death.
2. (a) They are armed only with double barrelled guns and a coil of deer-skin rope. (b) about Rs. 2000/- or Rs. 3000/- each.
3. They capture calves about four or five years old, and about six feet tall. The reason is that older ones are difficult to tame and train to do work.
4. I waited for a herd in which there was a calf. I then followed the herd along with seven or eight men. I had a double barrelled gun and a coil of deer-skin rope with me. When we were close enough to noose the calf, we all shouted aloud to drive away the mother and the adults. The animals ran in different directions. The calf stood still for a second, trying to decide which way to go. I slipped the noose over his hind leg and threw the rest of the noose behind. The others tied the other end of the rope tightly round the trunk of a large tree. We gave him no food or water for two days. On the third day he was tame. We led him home then.

## 5. OPPOSITES.

a.	usually	rarely	m.	hind legs	fore legs
b.	danger	safety	n.	make fast	make loose
c.	poisonous	non-poisonous	o.	same	different
d.	valuable	worthless	p.	a hard problem	an easy problem
e.	brave	timid	q.	more	less
f.	strange	familiar	r.	weak	strong
g.	high	low	s.	tame	wild
h.	wrong	right	t.	sold	bought
i.	few	many			
j.	appear	disappear			
k.	quiet	noisy			
l.	close	distant			


## C

(1) He says to me that he will do the same thing himself if he were in my place. (2) He said to me that he would have done the same thing himself if he had been in my place. (3) He asked me where I was going. (4) They wished to know from her how she had done that. (5) The boy asked the tailor when his dress would be finished. (6) He wanted to know why I was so sad. (7) I asked the lady which book she was taking. (8) The doctor asked my mother if she slept in the afternoon. (9) She asked me whether I had seen her new hat. (10) My mother wanted to know from me how I liked that cake.

## D

(1) Where's; mummy's. (2) 'Tis, (3) ours; theirs.  
 (4) John's; there's. (5) Children's; here's; it's; yours.

—o—

40. The Good Citizen - His Rights and Responsibilities 

The word "citizen" here means, not merely an inhabitant of a city, but an inhabitant of any place in Sri Lanka. We should be proud that we are still a Democracy, where the people enjoy certain rights, which people of some countries do not enjoy. For example, we have the right to vote for another Government, when the term of the present Government has expired. In other words, we can change our Government, if we are not satisfied with our present rulers.

But every right that a citizen enjoys has a corresponding responsibility. We have a Free Press where we can publish whatever we want. But this right has a corresponding responsibility. We cannot write something false which will harm or ruin the character or reputation of a person. We are responsible for what we say or write about another. In other words, we will have to answer for what we have written. We must PROVE what we have said or written.



To give another example: We have a right to use our buses and trains. Here too there is a corresponding responsibility, namely, we should not cause any damage to the buses or trains. If we do so, we will be held responsible for our actions. This means, that if we are charged in a Court of Law with damaging public property, we must answer for it. We cannot steal, cut or break any portion of a bus or train, and get away with it.

A good citizen, therefore, will respect the rights of other citizens while enjoying his rights. He has the right to use the road. But the good citizen will not cause obstruction. Nor will he throw all the dirt in his house on to the road. If all citizens understand that they must respect the rights of fellow-citizens, then Sri Lanka will be a happier place to live in.

—o—

## QUESTIONS

### A

*Write the meanings of the words and phrases underlined in the essay.*

### B

*Answer the following questions in complete sentences :—*

- (1) You are in a Public Library reading a book. That is a right you enjoy. (a) Do all people have that right? (b) What is your corresponding responsibility as a Member of this Library?
- (2) What is the biggest right we have under a Democracy?
- (3) What is a Free Press? What is the responsibility of the Editor of a Free Newspaper?
- (4) A man enters the Yal Devi and stretches himself fully on one of the seats and goes to sleep. Will you call him a good citizen? Give reasons.

## C

*Rewrite the following sentences correcting the errors:—*

- (1) If you want orange cheap, you can buy it at weekly Fair near Jaffna Town Hall every Sundays.
- (2) The price of all articles have doubled.
- (3) He asked me why was I standing in hot sun.
- (4) He told by teacher that next day will be holiday.
- (5) My mother was beaten the servant with stick.

## D

*Put the verbs within brackets into their correct form:—*

1. I have never seen people.....(try).....(catch) an elephant.
2. If you do not like.....(boil) potatoes, try.....(fry) them.
3. If you.....(go) to see that picture yesterday you .....(enjoy) yourself. You are a fool to.....(stay) back. You.....(go).
4. I advise you.....(wait) before.....(decide).....(accept) that post.
5. Don't keep.....(tell) me what I.....(do) and what I should'nt.

## E

*Write down the following words and learn their meaning and spelling:—*

democracy; certain; whatever; wherever; character; answer; prove; Courts of Law; steal; break; brake; (of a bicycle)

—o—

## ANSWERS

## A

*merely* = only; solely; A *Democracy* = a State practising "Government by the People"; *has expired* = has died; here it means, "has ended" or "has completed".



*Corresponding responsibility*:— in the SAME way that you have a right, you also have, at the same time, a responsibility, or a duty to perform.

*harm or ruin his reputation*:— do great damage to his character; make people talk badly of him now.

*He will be held responsible*:— (held = past tense of "hold") = He must answer for what he has done, Eg: If he cut the seat of a bus, he will be charged. He will then have to answer questions put by the Magistrate.

*get away with it* = escape punishment. (If he is caught he will be punished)

*Cause obstruction*:— If Mr. X drives his car or cart in such a way as to block the road, and not allow Mr. Y (the person behind) to overtake him or pass by him, then, we say, "Mr. X is obstructing Mr. Y".

## B

1. (a) No. Only those who pay a monthly subscription (and who are members) can have the right. (b) My corresponding responsibilities are:— (i) I should not read loud or talk loudly to anyone and so disturb other readers. (ii) I should not damage the book. (iii) I should pay my monthly subscription. (iv) I should not steal books.
2. The biggest and most important right is that we can throw out one Government and put another in its place.
3. (a) A "FREE PRESS" = a newspaper that has the right to print and publish anything, without being ordered not to do so. (b) The Editor has a very great responsibility. He must not publish false news.
4. No. I shall not call him a good citizen, because he is taking away the right of another person to use that seat.

## C

1. If you want oranges cheap, you can buy them at the weekly fair, near the Jaffna Town Hall every Sunday. 2. The price of all articles HAS doubled. [What has doubled:- the price, or the articles? It is the *price*. This is singular. So we use HAS]. 3. He asked me why I was standing in the hot sun.

[note that this sentence is Indirect Speech. Here we put "I" before "was"] (4) He WAS told by the teacher that the next day would be a holiday. (5) My mother was beating the servant with a stick.

## D

1. trying; to catch. 2. boiled; frying. 3. HAD GONE; WOULD HAVE ENJOYED; HAVE STAYED; SHOULD HAVE GONE

The full answer is:— If you had gone to see that picture yesterday, you would have enjoyed yourself. You are a fool to have stayed back. You should have gone.

4. to wait; deciding; to accept.

5. telling; should do.

—o—

#### 41. The Problem of Housing in Sri Lanka.



Housing has become a very serious problem in our towns and cities. One reason for this is, that the population is increasing rapidly. The other is that people in the villages are coming into towns in large numbers to find employment in the various industries. The result is that the poor among them have established themselves in little shanties along the pavements. This has caused obstruction to pedestrians and shoppers, besides converting sections of the town into eyesores.

The State has realised this and has a special Ministry to tackle this problem. The plan of the Ministry is to put up low-cost buildings for the lower-income groups, and to provide increased facilities for people to build their own houses, individually as well as through housing co-operatives. To save material for this scheme, the State has discouraged the building of luxury houses.



The Ministry hopes to increase the rate of house construction by providing various incentives. Some of these are :- making land available on easy payment terms, increasing the funds available for housing loans, and encouraging the formation of housing co-operatives. These co-operatives will be provided with (a) facilities to obtain long-term loans at low interest, and (b) technical services.

To put these plans into operation, more and more lands should be available. The State intends reclaiming marshy lands by filling them up, and making them suitable for house building.

If the Ministry of Housing carries out these plans with energy, enthusiasm and determination, the day is not far off for the total elimination of slums and shanties.

(255 words)

—o—

## QUESTIONS

### A

*Write the meanings of the underlined words and phrases in the Essay.*

### B

*Answer in complete sentences:—*

- (1) Why did many villagers come to live in towns?
- (2) How does the Ministry propose to find more land for house-building?
- (3) Name two advantages of starting a Housing Co-operative Society.
- (4) Why does the State discourage luxury houses?
- (5) Rewrite the following sentence, using the words "Selectors" and "eliminate":- "Those who selected the team are going to take Sarath away from it".

### C

*Fill in the blanks with one of the following relative pronouns. You may use a relative pronoun more than once:—*

who; whose; whom; which

1. The man.....brings the milk has not come for three days.
2. The tree.....stands near the gate has beautiful flowers.
3. Do you remember the man from..... we

bought mangoes yesterday? 4. Our teacher.....mother died last week, will retire this year. 5. Any man..... knows a few languages, can get a good job in modern hotels. 6. The beggar; to.....I gave a rupee, is again at our door. 7. That is the person.....hand was crushed in an accident. 8. He was prepared to give any amount of money for a house.....was by the sea-side.

## D

Fill in the blanks with the correct form of the verb within brackets :—

1. I am not going.....(tell) you again that I..... (dismiss) you from service if you.....(be) absent any more.
2. He.....(not speak) to me for over three months.
3. We.....(finish) our dinner half an hour ago.
4. They.....(visit) the Zoo a few days ago.
5. He.....(tell) me that he.....(write) the application the next day.
6. He.....(think) of something else, all the time
7. You.....(talk) to him.

## E

Write the following words and learn their spelling and meaning :—  
serious; reason; various; themselves; special; luxury;  
technical; building; scheme; loan-lone.

—o—

## ANSWERS

## A

*established themselves* : settled down permanently; *shanty*:- a hut made of cheap material; *obstruction to pedestrians* :- preventing the free movement of those who walk on the road; *converting sections of the town into eyesores*:- making parts of the town look dirty and ugly; *realised* : understood clearly; *tackle the problem* : try to solve the problem; *lower income groups* : those whose salary or income is small; *provide increased facilities* : give them more and more help to MAKE IT EASY



for them to build houses; *individually*: (build a house) by himself, without the help of Co-operative Society; *Luxury houses*: large houses with all conveniences meant for rich people; *providing various incentives*:- giving them plenty of encouragement in different ways; *making land available*:- giving them land (for building houses); *funds*:- the money necessary for a certain purpose; *technical services*:- help in drawing up plans for houses etc; *reclaiming marshy land*:- (marshy = muddy) win back muddy lands by making them suitable for building houses on; *total elimination of slums and shanties*:- make slums and shanties disappear completely; [a "slum" is an area of land crowded with ugly looking huts close to one another]

### B

(1) Villagers came from their homes into the towns to find jobs in the various new industries. (2) The Ministry is trying to get more land for housing:- (a) by taking over lands that are not being used. (b) by buying land from people who own land (c) by filling up muddy lands and making them suitable for building houses on. (3) The advantages of starting a Housing Co-operative Society are (a) loans for buildings can be got on low interest from government and from banks. (b) technical services will be provided. (4) The State discourages luxury houses because such houses use up large amounts of materials like timber, cement etc., leaving very little for the poor man. (5) The selectors are going to eliminate Sarath from the team.

### C

1. who; 2. which; 3. whom; (after the preposition "from")  
4. whose; 5. who; 6. whom (after the preposition "to");  
7. whose; 8. which.

### D

(1) to tell; shall dismiss (or "will dismiss"); are. 2. has not spoken ("has" or "have" is used if the action is STILL going on. (3) finished (4) visited (5) told me; would write (6) was thinking; were talking

## 42. An Evening at the Ruhunu National Park

The Ruhunu National Park is a vast area of forest land, set apart for animals and birds, to breed without fear of being wiped out by man. Guns are taken away from visitors and returned only on departure. I was anxious to spend a few hours here, and collected a few friends who shared the desire with me. We were fortunate that one of them, Raju, volunteered to drive us to the Park and back in his Jeep. We warmly embraced the offer and started from Colombo two days before Christmas Day.

Except for one incident, the journey was uneventful. About a mile from the Ruhunu Park, a herd of about a dozen elephants, led by a magnificent bull, crossed the road not more than twenty five yards from us. Raju, who had seen such herds several times, was not at all excited. He merely sounded the horn and reduced speed. The herd took no notice of us, and crossed over and disappeared into the thick forest. Though my heart beat fast, I thought it was a sight worth seeing.

At the Park, we surrendered our guns, declined with thanks the offer of a Guide, and drove straight on. Luck came our way again. About fifteen yards from the road, a leopard — a full grown one — was busy eating the flesh of a deer. He saw us, growled slightly, and continued his meal, totally ignoring us. We went on at a very slow speed, taking a number of photographs of the leopard and his kill.

Passing Mr. Spots, we went about a mile, at the end of which we saw a large herd of deer. How peacefully they grazed! They knew they were quite safe, and made no attempt to dash for cover. After that moment, we did not see any animals. A peacock and peahen were all we saw. It was now getting dark and we had to return. We got back our guns and drove to the nearest Rest-House for our dinner. It was an unforgettable trip.



## QUESTIONS

### A

*Write the meaning of the words and phrases underlined in the Essay.*

### B

*Answer the following questions in full sentences:-*

1. How did Raju prove very useful?
2. Did Raju and his friends make use of a guide at the Park?
3. Why have you to surrender your gun on entering the Park?
4. What did Raju do when he saw the elephants and the leopard? Why did he not get excited?
5. None of the animals mentioned in the essay ran away on seeing the Jeep. Explain why they behaved in that unusual way.

### C

*Join the following pairs of sentences into one sentence, using "neither" and "nor":-*

1. I did not steal his money. I did not even know that he had money.
2. John is not good in his studies. His sister is not good in her studies.
3. Paul is not the Librarian. Miss Silva is not the Librarian.
4. He does not play football. He does not play cricket.
5. I did not meet his uncle. I did not meet his aunt.

### D

*Fill in the blanks with the correct form of the verb "be"*

1. These children ..... now in Grade 10.
2. Some of them ..... in Grade 11 next year.
3. They ..... in Grade 9 last year.
4. My neighbour ..... to England several times.
5. If only you had tried a little harder, you ..... the first girl in your class.
6. I am sure of ..... in the University in a few years.

## E

Write the following words and learn their spelling and meaning :

departure ; volunteer ; christmas ; journey ; heard/herd ; disappear ; sight/height ; leopard ; photograph ; peace/piece ; forgettable.

—o—

## ANSWERS

## A

*Set apart* = kept separately for a certain purpose (or) reason; *To breed* = to mate with the opposite sex, and produce young ones; *They shared the desire with me*:— They liked the same idea that I liked; *volunteered*: agreed to do something *before* anyone asked him to do so. 5. *warmly embraced the offer* = an "offer" is a readiness to do or give something. Here, Raju was ready to bring his jeep. That was his "offer". We happily (warmly) accepted (embraced) that offer. *An uneventful journey* = a journey where nothing exciting happened; *Led by a magnificent bull* "led" is the past tense of "lead" lead = be the leader; be ahead of the others and guide them and warn them when there is danger. In this case, the herd was guided (led) by a male elephant (bull) which was beautiful to look at (magnificent); *Surrendered our guns*:— handed over, or gave our guns to somebody, to prevent us from using it; *declined with thanks the offer of a guide*:— The people at the Park offered a guide, We said we did not want the guide (declined) and thanked them for the kind offer; *Totally ignored us* = (the leopard) did not take any notice of us at all: "A kill" is the bird or animal that was killed. Here "kill" is a NOUN; *Mr. Spots* is any leopard. It is given that name because it has spots all over its body; *to graze* = to feed on (to eat) grass etc; *dash* (run quickly); *dash for cover* = run quickly and hide.

## B

1. Raju not only brought his own jeep, but drove it himself. In this way, he made himself useful to all. 2. No. They did not. Raju knew all the roads in the Park quite well. They did



not want to trouble the guide. So they thanked the person who made the offer of the guide, and drove on. If you are allowed to take the gun with you, you may shoot an animal in the Park. They did not want the animals to be disturbed. The purpose of the Park was to PROTECT animals and birds.

4. On seeing the elephants and the leopard, Raju slowed down the jeep, so that the animals were not disturbed. He did not get excited, because he was used to such sights. He had been to the Park several times.

5. The animals felt quite SAFE at the park. Since no one carried a gun, they had not even heard a shot being fired from a gun. They were now not afraid of man. This was why they did not get excited and run away.

## C

1 I neither stole his money, nor did I know that he had money. 2. Neither is John good in his studies, nor is his sister, [If you begin with:- "Neither John nor his sister is good in ....." how are you going to finish the sentence? Can you say "in *his* studies?" or "in *her* studies"? you can't, because each of these refers only to *one* person and leaves out the other.] 3. Neither Paul nor Miss Silva IS the librarian. 4. He plays neither football nor cricket. 5 I met neither his uncle, nor his aunt.

*N.B.* In the above exercise, note the position of "neither" and "nor" in every sentence.

## D

1 are ;      2. will be ;      3. were ;      4. HAS BEEN ;  
5. WOULD HAVE BEEN      6. BEING.

### 43. Competitions in Schools.

In practically all schools there are competitions of at least two kinds. One is in studies and the other in sports. The latter is usually restricted to the bigger schools which have all the facilities = a good playing field where Cricket, Football and Netball can be played and a well laid-out track for the running events.

All are not agreed on whether competitions in studies do much good. Some are of opinion that a hard-working student will do his best, whether there is a Prize incentive or not. Others, while admitting this feel that he will try even harder if he has to compete for a prize. This additional effort will serve him in good stead when he prepares for his higher studies. In any case, all admit that competitions make at least a few students do their best.

In the field of sports, however, far too much time is spent, especially in the bigger schools. Much of the time that should be devoted to studies, is diverted into Sports Practice. There was a time when a good sportsman was able to get a job with only his Sports Certificate. Much value was attached to the lessons learnt on the Sports Field. But now, employers put more weight on academic qualifications. If these are supported by a Sports Certificate, then there is a good chance of obtaining a job.

We should therefore not neglect sports. Many excellent lessons are learnt on the Sports Field-lessons, such as obedience to the captain, respect for the rules of the game, punctuality, loyalty to the School etc, lessons that will stand us in good stead, when we are employed.

—o—

## QUESTIONS

### A

*Write the meanings of the underlined words and phrases in the above Essay.*



## B

Answer the following questions in complete sentences:—

- (1) what useful lessons can we learn on the Sports Field?  
 (2) What do employers now look for, when they advertise for a clerk? (3) Name one advantage and one disadvantage in prizes offered for studies (4) What sort of students were employers looking for when they advertised for a clerk some years back?

## C

Change to the active following sentences. Study the three examples given before you write the answers:—

Example (1) *Passive*:—Beggars have been seen on the streets.

*Active*:— **PEOPLE** have seen beggars on the streets.

Example (2) *Passive*:— He must be written to.

*Active*:— **We** must write to him.

Example (3) *Passive*:— I remember being taken to a circus by my parents.

*Active*:— I remember my parents taking me to a circus.

Change to *Active*:—

- (1) Students must be warned not to come late to school.  
 (2) I remember being given my first bicycle by my father.  
 (3) These birds are seen on rainy days. (4) I forget being given my first caning by my teacher. (5) The sick man must not be told about the death of his son (6) Money has been stolen even from Banks.

## D

Rewrite the following sentences correcting errors:—

- (1) The book have on the table. (2) None of these students know how to work this sum. (3) He writes very fast, isn't it? (4) Bread and butter are eaten by many people now. (5) Neither Kandiah nor Perumal were present yester-

day at the function. (6) The mother, with her children, go to church every Sunday. (7) I am washing my face every morning. (8) My sister is older than me. (There are two mistakes here). (9) He is better than them in mathematics. (10) The Secretary and Treasurer were absent.

## E

Write the following words and learn their spelling and meaning :—

Competition; field; whether / weather; price / prize; steady; especially; practise / practice; obedience; certificate; academic, employer / employee; obedience; captain

—o—

## ANSWERS

*Practically*:— almost; nearly; [there is a class of 30 children. If we say, "Practically all were absent" we mean that only three or four were present;] (2) *Latter and former*:— Tom and Dick are friends. The former is rich, while the latter is poor. This means that Tom ("former" or "mentioned after Tom) is poor; (3) *Restricted to the bigger schools*:— ONLY the bigger schools can have sports, because *only they* can have a special place for running, and *only they* can buy expensive materials for sports. [In those days, higher studies were *restricted to* rich students that is, *only* rich students could do higher studies. Now, higher studies are *no longer restricted to* rich students, because we have FREE Education.] (4) They are of opinion = they think; it is their idea. (5) *Incentive* is anything that FORCES even a lazy person to DO something [Teachers do not like to work in schools very far from Towns. If you promise them an additional salary of Rs. 50/- a month, they will go. The *-incentive* to work in REMOTE areas - is the additional salary] (6) *Stand in good stead* = be of advantage to [This is mentioned twice in this essays to help you to remember it] (7) *Divert* = directed to some other place. (8) *Much value was attached to sports* = much value was placed on sports. (9) *Employer* = one who employs people to work for him, and pays them. [The person who goes to work under an employer is called an *employee*]



(10) *Put more weight on academic qualification*: Academic= qualifications in studies. The phrase means; "placing more importance on studies" (11) *Punctuality* = being in time, and not being late. (12) *loyalty to a school*: The act of remembering the good the school has done, and be faithful to the school — continue to love the school after you have left it, and help it whenever you can.

*Stand us...stead* = lessons learnt on the sports field will be an advantage (will be useful) when we are employed.

### B

1. We learn *obedience* to the captain, to the umpires or referees, to the rules of the game. We learn to be in time and not be late (*punctuality*); *loyalty*: being faithful to a school or club to which you belong, etc.
2. They look for a young man or lady who was good in studies and also good at sports. But they place more importance on studies. (educational or academic qualifications)
3. (a) The student studies very hard to get that prize. In doing so, he is preparing for higher studies.  
(b) The disadvantage is this:— He studies only his favourite subject, and neglects other subjects.
4. Some years back a person could have got a good job with **ONLY** his sports qualifications.

### C

1. *We* must warn students not to come late to school.
2. I remember my father giving me my first bicycle.
3. *People* (or "We") see these birds on rainy days.
4. I forget my teacher giving me my first caning.
5. *We* must not tell the sick man about the death of his son.
6. **THIEVES** have stolen money even from Banks.

### D

(1) The book **IS** on the table. (or) There is a book on the table. (2) None of these students knows how to work this sum. [None = **NO ONE** = Singular; "students" cannot be the

subject, because it is the OBJECT to the Preposition "of" the words immediately after prepositions like in, to, from, with, between, before, after, on, among etc... are called the "OBJECT" of that preposition, and cannot be the subject, at the same time.] (3) He writes very fast, doesn't he? You can remember the use of the question "Isn't it?" or Didn't they? etc. in this way. Write=Do write:

*Study the following:—*

He writes well, doesn't he? (DOES he not?)

We wrote well, didn't we? (Did we not?)

They write well, don't they? (Do they not?)

But. He is good, isn't he? They were late, weren't they.

My mother has a car, hasn't she?

4. Bread and butter IS eaten by many people now. [Both are eaten together.]
5. Neither Kandiah nor Perumal WAS present. [NOT ONE of them WAS present.]
6. The mother, with her children, GOES to church every Sunday. [See Note on D 2.]
7. I WASH my face every morning. [Actions done REGULARLY. are expressed by the *Simple Present* Eg: go, goes; come, comes; run, runs;]
8. My sister is ELDER than I (am). When speaking of members of a family, we use:— OLD, ELDER, ELDEST; Others:— OLD, OLDER, OLDEST. If you break the sentence into TWO sentences, you will readily see why we use "I" and not "ME" here. My sister is old. I am also old. Therefore, my sister is older than I. One more example:— We are taller than ..... (they or them?)  
The two sentences are:— We are tall. *They* are also tall.  
But, "We are taller than *they* (are)"
9. He is better than they in Mathematics.
10. "The Secretary and Treasurer" means that ONE person is doing both jobs.



"The Secretary and *the* Treasurer" means that TWO persons are doing the jobs.

So the sentence should read, "The Secretary and Treasurer WAS absent."

—o—

44. Imagine you are a post peon. One day, when you went to deliver letters to a certain house, a ferocious dog came rushing at you. You were saved just in time. You warned them to tether the dog in future. A few days later, the dog made a second attempt. Describe what followed.

I rang my bicycle bell from a respectful distance from the house. No one appeared to hear the bell, except the dog. He cast one vicious look at me and came bounding. I lost my nerve. I made an attempt to get on my bicycle, but slipped and fell heavily. As I got up, the dog was just two yards from me. I snatched the Post Office canvas bag and held it before my face; and shouted to the inmates at the top of my voice.

They heard me and came running, calling the dog. The dog paid no attention to the calls, and jumped on me. His weight was enough to floor me. By the time the inmates had come to the scene, I was badly bitten in four or five places, and bleeding profusely. They chained the dog and dragged him away with difficulty. I told them to telephone to the Post Master to send a Van to take charge of the bicycle and letters. Fortunately there was a phone in the house and soon I was on my way to the hospital in the Van.

The Post Master had telephoned the Police, and two constables were at my bed side. By then my wounds were dressed and I looked like one after a major accident. I asked the constables if they could charge the owner of the dog. They replied that they would see about it.

The chief occupant of the house saw me talk to the policemen and begged me to see that the matter was not taken to Courts. I told him that proceedings in court were inevitable. Hearing this, the man pulled out, from his pocket three one hundred rupee notes and thrust them into my palm. I received the money with apparent reluctance!

I was in hospital for a week, after which I was discharged, and the incident ended there. But I sent word to the owner of that brutal beast that I shall not deliver any letters at his house, unless someone was at the gate to receive them. They agreed, and I had no trouble ever after.

—o—

## QUESTIONS

### A

*Write the meanings of the underlined words and phrases in the above essay.*

### B

*Answer the following questions in complete sentences:—*

1. Why did the peon ring the bell from "a respectful distance"?
2. Why did he slip off his bicycle?
3. How did the presence of the constables do him some good?
4. Why is it that he had no trouble at that house after that incident?

### C

*Rewrite the following sentences, correcting the errors:—*

1. I ran and went to school because I was late.
2. He told me that he will come to see me tomorrow.
3. The teacher asked me why am I late.
4. He asked from me where was I going.
5. May I have your match-box, please.



## D

Change to Indirect speech:—

1. He said to the children, "I bought these oranges for your mother" 2. He said to me, "Will it rain today?" 3. "Will you have a drink?" he told the visitor. 4. He said, "Please, Sir, do not send me to the Principal". 5. He said, "When you go out, lock the door". 6. The policeman told the thief, "shut up and come with me to the Police Station. You will be given a chance to talk there".

## E

Write the following words and learn their spelling and meaning:—

bicycle; brakes; appear; vicious; heavily; snatched;  
voice/noise; weight/wait; rupee; beast; receive; trouble.

—o—

## ANSWERS

## A

*a respectful distance* :- a fairly long distance (for fear of the dog); *No one appeared to hear the bell* :- No one seemed to hear the bell; no one moved towards me, so I thought that no one heard the bell. *vicious look* = wild and cruel look. *came bounding* :- came jumping. *I lost my nerve* = I got frightened. I began to shiver through fright. *I was bleeding* = blood was pouring through my wounds. *Profusely bleeding* = a great quantity of blood poured out of the wounds; *proceedings in court* = a case or trial in a Court of Law. It is *inevitable* = It cannot be prevented. *apparent reluctance* = He showed others that he was reluctant (he did not much like) to take the money. [Actually, he was very happy to get it]

## B

1. He was afraid to go near the house. He knew that there was a vicious dog in the house. So he rang the bell from a good distance away. [The word "respectful" really means that he kept that distance, out of *respect* for the dog]

2. He was so frightened that he lost control of himself. He could not balance himself on the bicycle, and so fell down.
3. The owner of the dog thought that he was going to be charged in Courts by the police. He offered the peon Rs. 300/- to see that such a thing did not take place. That was the "good" that came from the dog-bite.
4. He had no trouble now at that house. He told them that if no one was at the gate to receive the letters he would go away. So, there was a person at the gate every day.

## C

- (1) I went running to school because I was late.
- (2) He told me that he would come to see me the next day.
- (3) The teacher asked me why I was late.
- (4) He asked me where I was going.
- (5) May I have your box of matches, please?

## D

1. He told the children that he had bought those oranges for their mother.
2. He asked me if (or "whether") it would rain that day.
3. He asked the visitor if (or whether) he would have a drink, or:- He offered the visitor a drink.
4. He begged the teacher not to send him to the Principal.
5. He told me to lock the door when I went out.
6. The policeman ordered the thief to shut up and go with him to the Police Station. He would be given a chance to talk there.



## 45. My Idea of the Good Teacher



It is strange that there are very few teachers who can be classed under "Good Teachers". Many have become teachers as a last resort—having failed to secure employment elsewhere. Many others have taken to teaching as a first step to a better job. The moment they find one, they leave the school. Both categories of teachers have no heart in the job, and therefore take very little interest in their work.

There are, certainly, a few who have chosen this profession because they really love teaching. Such teachers not only teach the subjects given to them, but they also mould the character of their pupils by their example and advice.

The good teacher does not avail himself of the leave that he is entitled to. He prefers to attend to any private business after school is over, or during the week-ends, or during the long holidays. He realises that whenever he takes leave, it is the students who suffer. He comes a few minutes early to school and sees that everything is ready for starting work in his class. He is himself ready with his notes, and therefore does not waste any time thinking of what to do next. Such a teacher rarely has problems connected with discipline, because the students listen to him all the time.

He keeps the class alive and alert by making his lessons as interesting as possible. He is never rude and never descends to vulgar abuse. The necessity to use strong language does not arise in classes where the teacher is always ready with the day's work. The good teacher treats all his students with respect, and naturally they, too, show him great respect. He is fair to all and is never guilty of favouritism. Students who are lucky to get such teachers, find studying a pleasure, and will always be grateful to them.

—o—

## QUESTIONS

### A

*Write the meanings of the underlined words and phrases in the Essay.*

## B

1. There are two classes of teachers who have no heart in the job. Who are they, and why are they not interested in teaching?
2. Besides teaching the subjects in the Time-Table, what noble work can good teachers do?
3. Use (a) "entitled to" (b) "avail himself of" in sentences which show that you have understood the two phrases.
4. What kind of teacher *has* problems connected with discipline?

## C

*Each word or phrase (group of words) underlined, gives the answer to a question. Write the questions.*

1. He met me last Monday at 9 a.m.  
           a                  b                  c
2. My neighbour's children were playing in the garden.  
           a                                  b                                  c

## D

*Insert (put down, or write) an apostrophe where necessary:-*

1. Its a warm day today.
2. Look at our cat! Its tail is caught in the rat-trap.
3. Are these books ours or theirs?
4. Theres a patient waiting to see you, doctor.
5. Wheres my pen. Its not here.
6. Our dog has a big black dot on its body.
7. Those boys teacher is again absent.
8. Hes a bright boy.
9. I showed the pen to my friends sister. She says its hers.

## E

*Write the following words and learn their spelling and meaning :-*

elsewhere; category; therefore; because; mould;  
 character; advice / advise; business; discipline;  
 descend, does, naturally, guilty, grateful.



## ANSWERS

## A

*As a last resort* = his last chance; his last opportunity; *secure* = employment = get a job. "Secure" also means "to tie something firmly." They have *taken to teaching* = Chosen teaching. *Category*:— a class, or a kind, Eg:— He belongs to the category of thieves = He is also a thief. *Mould the character*:— A potter takes clay and makes vessels of different shapes. He shapes the clay with his fingers. Similarly, a good teacher shapes (or moulds) the character, of children, with his example and advice. *Avail himself of* ≈ Take and use what there is for him to take. Eg:— He can take leave for about 40 days. Some teachers take all that leave. They avail themselves of all that leave. *Entitled to* = have a right to. *Prefer*:— You are asked to choose a pen from two pens marked "A" and "B". You take pen "B". and you say, "I prefer "B" because it is blue. I prefer blue to any other colour" I prefer coffee to tea ≈ I like coffee better than tea. *rarely*:— on very few occasions. Eg:— I smoke only one or two cigarettes a week. I rarely smoke cigarettes. *Keep the class alive and alert* — The teacher is so prepared with his lesson, that no one will go to sleep. All will be alive. And they will all be listening very attentively. They will be *alert*. *Descend to vulgar abuse*:— Come down to the level of a rude, uneducated man, and SCOLD someone with words that a gentleman will never use. *It does not arise*:— That necessity, or need, will not be present in a place where there is a good teacher. There won't be any need to use strong language. "Favouritism" is treating people or students according to their status, their rank etc. A bad teacher will treat "A" roughly, because he is the son of a farmer. The same teacher shows great respect to "B". He is the son of the M.P. for that area. Such a teacher is guilty of favouritism.

## B

1. The teacher who does not like teaching, but yet gets a teaching post, because he has failed to get a job in all other places, belongs to one class. Let us call him, "A". The

teacher, who is qualified for a much better job, waits for a suitable vacancy. In the interval he gets a teaching post. He belongs to the other class. Let us call him "B" They are not interested in their work for the following reasons.

"A" does not like teaching. He has tried many other places and failed. He must support himself, so he gets a teaching post. He will do the minimum amount of work, because he is not interested in that job at all. He wants only his salary. "B" has one leg in Government Service, or a Corporation etc; and the other leg in the teaching profession. He expects a much better job very soon. So he just marks time till then. In both cases the pupils learn nothing.

2. They can shape the character of children by their example and advice.

Some children come from the homes of thugs, thieves, rowdies etc. Such children need a lot of patient care. Only a good teacher will take the trouble to shape the character of such children.

3 (a) All Government Servants are *entitled* to the following holidays. (a) a half holiday on every Saturday. (b) a full holiday on every Sunday. No one can force them to work on those days.

(b) My Mathematics teacher volunteered to help us free during the lunch interval. There were three pupils who were weak in Maths. They availed themselves of that kind offer and got his help every day. (4) A teacher who comes totally unprepared with his work will start thinking only in the class. "what shall I do today"? While he is thinking, the pupils will start making a noise. Now he has two problems (a) What shall I teach? (b) How shall I silence these pupils?

### C

i. (a) *Whom* did he meet last Monday?

(b) *When* did he meet me?

(c) *At what time* did he meet me?

(a) *Whose* children were playing in the garden?



- (b) *What* were my neighbour's children doing in the garden?  
 (c) *Where* were they playing?

## D

1. It's a warm day today
2. Look at our cat! Its tail is caught in the rat trap.
3. Are all these books ours or theirs?
4. There's a patient.
5. Where's my pen? It's not here.
6. Our dog has a big black dot on its body.
7. Those boys' teacher is again absent.
8. He's a bright boy.
9. I showed the pen to my friend's sister. She say it's hers.

—o—

#### 46. A dialogue between two girls on whether bullock carts should be allowed on town roads.

*Pathma* :— (riding her bicycle over a rut on the road, and, falling) There! Look, Leela! I told you how these bullock carts were wrecking our roads!

*Leela* :— Why do you always blame the bullock carts? You know that ruts on the roads can be caused by tractors also.

*Path* :— I don't agree with you, Leela. The wheels of tractors are of hard rubber—however hard they are, they do not damage the roads.

*Leela* :— Ruts can be caused by heavy rain over a long period. This is sure to happen if the workmen who repair the roads are dishonest, or do their work very carelessly.

*Path* :— That, I have to admit. Rain over a long period does make holes or ruts in carelessly made roads. But the worst damage is caused by the iron rims of the cart wheel. When they take a sharp turn, especially, they rip off small portions of the road.

*Leela*:— Yes, that is so. And the vehicles that follow make these holes larger and larger, till they are of the size that made you fall a few minutes ago.

*Path*:— It is time that legislation is introduced to ban bullock carts from town roads. They can be free to use any road in the country, but they must be tabooed on Town Roads.

*Leela*:— That will of course, keep our roads in good condition. But we will be depriving the poor carter of his only livelihood. Think of the suffering the family will undergo.

*Path*:— Don't worry about that, Leela. They can make all the money they want by bringing whatever they want from the country, up to the Town Fair. They can then sell all their goods and turn back without digging our roads!

—o—

## QUESTIONS

### A

*Write the meanings of the underlined words and phrases in the essay.*

### B

*Answer the following questions in complete sentences:—*

1. Give one reason why Leela was anxious that carters should be allowed to use bullock carts on all roads.
2. What reply does Pathma give to the reason given by Leela in question one.
3. What part of the bullock cart damages a road? Have people found a remedy for this?



4. Rewrite the following sentence in an emphatic way, [Putting greater force into the statement]. He stole my purse when he came home yesterday.
5. Use (a) "ban" and (b) "taboo" in two sentences to show that you understand their meaning clearly.
6. (a) What reasons are given in the essay for the presence of ruts on many roads. (b) Did any person mentioned in this essay have any unpleasant experience with ruts?

## C

*Rewrite the following sentences as directed:—*

1. As soon as I entered the house, the woman started abusing (scolding) me. [Use "NO sooner ..... than"]
2. She wrote to the Minister of Finance. She wrote to the Prime Minister [Use "not only" ..... "but also"]
3. He thinks of buying a car [change to Negative]
4. He went to his old school and the pupils stood up to meet him. (Change to plural)
5. Change Q No. 4 to the Present.
6. I caught him. He was stealing the mangoes from my trees. (Join into ONE sentence)
7. You must do this work. (Change to Passive)
8. He must be informed about the accident. (Change to Active)
9. He said, "I saw her the day before yesterday." (To Indirect Speech)
10. He said that he would be there the next day. (To Direct Speech)

## D

*Fill in the blanks with the correct form of the verbs in brackets:—*

1. My friend told me that he ..... (write) to me the next day.

2. He is determined ..... (pass) the examination in his first attempt.
3. He said that he ..... (write) to the Principal the previous day.
4. I ..... (finish) ..... (take) my lunch, and I am ready to join you.
5. He ..... (be) going ..... (kill) the man, when a policeman appeared before him.

## E

Write the following words and learn their meanings and spelling:—

bicycle; bullock; wreck; especially; course; taboo; livelihood  
size; fair / fare.

—o—

## ANSWERS

## A

(1) Wreck = destroy; make it useless. (2) Do not *damage* the roads = do not tear up the road; do not make little holes in the road. (3) It *does make holes* = [does make = makes; do make = make; did make = made] "It does make holes" is a stronger, and MORE EMPHATIC way of say "It makes holes". Your teacher thinks you were absent the previous day and asks you, "were you present yesterday?" You reply emphatically, "I DID COME yesterday", Instead of "I came". (4) *Rip off* = tear off small parts of the road. (5) Yes, *that is so* = yes, what you say is true; that is correct. etc. (6) *Vehicle*, (pronounced "VIHKL) is any carriage or conveyance of any kind used ON LAND. (7) *Legislation* = laws of the country. *Introduced* = bring in; pass in parliament; (8) To *ban* is to prohibit something Eg; Government has *banned* the import of chillies. Certain newspapers against the Government



are *banned* in certain countries. *Taboo* = under a ban; prohibited either by law or by SOCIAL INFLUENCE. Eg. Certain Clubs are "taboo" to people in high Society — Certain subjects are tabooed at meetings = The Chairman will not allow the members to *discuss* or talk about those subjects; *deprive* a person = take something away from that person. A person who is in prison is *deprived of free movement*; *livelihood* = means of living; things that help us to live.

## B

(1) If the bullock cart is banned (not allowed on the roads) then the carter and his family will lose their income, because they depend on the cart to make some money for their living. (2) Pathma replies that the carter can still make his money by bringing the fruits, vegetables etc. from the Village and selling them at the "fair", which usually is away from the centre of the town. (3) (a) The rim of the bullock cart wheel does much damage to a road. (b) Yes, people have found a remedy. The wheel is made of the size of a motor car wheel, and tyres (with tubes) are fitted on. (4) He DID STEAL my purse when he came yesterday. (5) A section (part) of the people started a procession to the State Assembly to protest against the Government's action in raising the price of milk. The police immediately BANNED the procession and dispersed the crowd (drove them away in different directions) (a) Persons in sarong and banian are not allowed to step into any of the big hotels in Colombo. Such persons are tabooed from entering these hotels. (6) (a) Ruts on the roads are caused either by the iron rims of bullock carts, or by heavy rain falling on the roads or by heavy tractors. (b) Yes, Pathma was thrown off her bicycle when the wheel of her bicycle struck one of the ruts.

## C

(1) No sooner had I entered the house, than the woman started abusing me. [not "than" after "sooner"] (2) She wrote not only to the Minister of Finance, but also to the Prime Minister. (3) He does not think of buying a

car. (4) They went to their old school and the pupils stood up to meet them. (5) He goes to his old school and the pupils stand up to meet him. (6) I caught him stealing mangoes from my trees. (7) This work must be done. (8) We must inform him about the accident. (9) He said that he had seen her two days before. (10) He said, "I shall be here tomorrow."

D

- 1. would write.
- 2. to pass.
- 3. had written.
- 4. have finished; taking.
- 5. was; to kill.

—o— Raj Ram

MISS\* NAGA RANI

Gouinda Raj

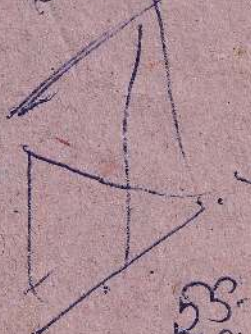
Miss Naga Rani Gouinda Raj



70	82	55	90
83	85	90	86
72	88	73	72
89	89	79	78
84	86	89	73
64	87	79	70
70	88	88	48
93	89	88	80

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627



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