ENGLISH WITH A SMILE

BOOK TWO

FOR MIDDLE FORMS

by

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PRACTICAL ENGLISH

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(B) MASCULINE AND FEMININE FORMS OF NOUNS

	MASCULINE	*FEMININE*
1.	bachelor	maid
	dog	bitch (slut)
	drake	duck
	drone	bee
	friar (monk)	nun
	gander	goose
	horse	mare
	king	queen
	lord	lady
	nephew	niece
	papa	mama
	ram	ewe
	sir	madam
	uncle	aunt
	wizard	witch
2.	author	authoress
	giant	giantess
	heir	heiress
	host	hostess
	lion	lioness
	prince	princess
	shepherd	shepherdess
3.	actor	actress
	negro	negress
	tiger	tigress
4.	abbot	abbess
	duke	duchess
	emperor	empress
	governor	governess
	lad	lass
	master	mistress
	Mister (Mr.)	Mistress (Mrs.)
5.	hero	heroine
	fox	vixen
	widower	widow
	bridegroom	bride
6.	he-goat	she-goat
	land-lord	land-lady
	man-servant	maid-servant
	peacock	peahen
	washerman	washerwoman
	jack-ass	she-ass

(C) PRINCIPAL PARTS OF VERBS

Group 1

Present Tense	*Past Tense*	*Past Participle*
arise	arose	arisen
bear	bore	borne / born
bid	bade / bid	bidden / bid
bite	bit	bit / bitten
bind	bound	bound / bounden
blow	blew	blown
break	broke	broken
choose	chose	chosen
draw	drew	drawn
drink	drank	drunk / drunken
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hide	hid	hidden
know	knew	known
lie	lay	lain
ride	rode	ridden
rise	rose	risen

Group 1

Present Tense	*Past Tense*	*Past Participle*	*Present Tense*	*Past Tense*	*Past Participle*
see	saw	seen	strike	struck	struck / stricken
shake	shook	shaken	take	took	taken
sink	sank	sunk / sunken	tear	tore	torn
speak	spoke	spoken	throw	threw	thrown
steal	stole	stolen	wear	wore	worn
			write	wrote	written

Group 2

Present Tense	*Past Tense*	*Past Participle*	*Present Tense*	*Past Tense*	*Past Participle*
awake	awoke	awoke / awaked	run	ran	run
become	became	become	shine	shone	shone
begin	began	begun	sing	sang	sung
come	came	come	sit	sat	sat
dig	dug	dug	spin	spun	spun
fight	fought	fought	spring	sprang	sprung
find	found	found	stand	stood	stood
hold	held	held	swim	swam	swum
ring	rang	rung	win	won	won

Group 3

Present Tense	*Past Tense*	*Past Participle*	*Present Tense*	*Past Tense*	*Past Participle*
beat	beat	beaten	hang	hung / hanged	hung / hanged
climb	climbed	climbed	show	showed	shown
crow	crew / crowed	crowed	sow	sowed	sown
do	did	done	wash	washed	washed

Group 4

Present Tense	*Past Tense*	*Past Participle*	*Present Tense*	*Past Tense*	*Past Participle*
creep	crept	crept	burn	burned / burnt	burned / burnt
sleep	slept	slept	dream	dreamt / dreamed	dreamt / dreamed
sweep	swept	swept	feel	felt	felt
keep	kept	kept			
weep	wept	wept			

PREFACE

There is, at present, widespread concern over the falling standards of English in our schools. With the progressive switching over of the medium of instruction to Swabasha in accordance with the language policy of our Government, the future of this great language cannot but cause apprehensive speculation in the minds of those who desire that the benefits of its rich literature be not denied to our pupils. In a recent Circular to the Principals of schools, the Director of Education drew their attention to the importance of English in our curriculum and suggested certain ways of teaching our pupils more English and better English so that it will "enrich the content of their minds, extend the range of their ideas, and thus lead to clearer and wider thinking on a large range of subjects."

Until recent years when English was the medium of instruction in our English schools, text books written with a foreign background perhaps presented no problem. But now, with the accent on Swabasha, it is widely and strongly felt that the teaching of the subject should necessarily be in a strictly 'swadesha' setting. The Director of Education, in the Circular referred to earlier, states : "It is very desirable that books specially written for the use of non-English speaking pupils be used in the schools."

English With A Smile Book 2 makes its bow to the school-going public in deference to the persistent demand of those who used the First Book of the series and who found it suited to their needs. In it I have aimed at providing the Middle Form pupil with a complete course of English against a background familiar and interesting to him, in the hope that he will, at the end of it, be able to use the language with ease and accuracy, and with understanding and pleasure. How far my feeble efforts have succeeded in achieving this object will be judged by the teachers who use this Book. I shall warmly welcome their criticisms and suggestions for its subsequent improvement.

In the compilation of this Book I am deeply indebted to Mr. A. J. R. Vethavanam, the well-known retired educationist with a reputed love for the teaching of English, for his continued assistance and encouragement. He has indeed been my 'guru' whose penetrating criticisms and enlightening directions have greatly improved my work. I am beholden to him for contributing the Foreword to the Book and for writing, at my special request, the **General Directions to Teachers**.

I must acknowledge my obligations to Rev. Bro. Hugh Faringdon, F. S. C., of St. Benedict's College, Colombo and to the Principal of St. Joseph's Convent, Kegalle, for reading through my manuscript and correcting, amending and recasting certain passages in the text and for making most valuable suggestions.

I am very grateful to Mr. S. A. Wijayatilake, Principal, Dharmaraja College, Kandy, who read my final proofs at very short notice in spite of the many calls on his time, for pointing out many undetected errors in the print.

My thanks also go to the members of my Staff for invaluable assistance in several ways and to my Printers for an excellent job done in 'double quick' time.

W. H. S.

CONTENTS

GENERAL DIRECTIONS TO THE TEACHER ON HOW TO USE THE BOOK

Treatment of a Lesson Unit As indicated in *Hints to the Teacher* each of the "Lessons" is a Unit of Work and will cover several Time-table lessons. The first important point for the teacher to remember is the aim of these Units. It is to improve and strengthen the linguistic **skill** and form and fixate linguistic **habits.**

That being so, the method of achieving it would involve work (speaking, reading writing) **by the pupils themselves** and a great deal of repetition and practice. This, basic principle of method is often forgotten, if not ignored, by teachers and that accounts for the poor results in schools. Skill is attained and habits are formed by direct individual experience and not by hearing someone talk **about** them. It is not a case of understanding but of doing—**not** "Do you understand ?" **but** "Do you know how to do it ?" and "Can you do it ?"

Reading Each lesson unit begins with a passage for reading—which is to form the basis for a series of lessons in reading practice, and composition, both oral and written. The aim of the reading lesson is not that the story should be known by the pupils as many teachers believe, but that they should know it **by their own reading,** and thus learn the skill of deriving information from books by their own unaided efforts.

Step 1 : A few words by the teacher by way of introduction.

Step 2 : Reading of the story **silently** by the pupils. Whether they are set to read it as a whole or in parts depends on their stage of progress. If necessary, their reading may be directed with one or more ' before questions '.

Step 3 : The pupils themselves put questions to the class about what they have read. They will look at the passage and ask more questions.

Step 4 : Then the questions given in the book are attempted. These may be supplemented by the teacher, and he will have *a talk with them* about the passage or part they have read.

Speech In all this Speech is involved. There should be no collective answering. The pupils should be trained to talk individually. Their speech should be well directed. Further speech exercises would be narration, dramatisation and games. See suggestions under *Hints.*

Language Study While all the work leads to the study of the language and how to use it, there are, under this heading, points to be learnt **about** the language, how it is constructed and what errors are likely to occur. Such a study is necessary even in the early stages in the case of a foreign language. The instruction is given for the pupils themselves to read and understand. The teacher should assist by giving explanations where necessary, emphasis being on **functional** grammar. Examples given should be supplemented. No memorising of definitions is needed, if function is understood and can be illustrated.

Exercises The ' Exercises ' given at the end of each lesson are not **tests** ; they are **teaching devices** and should be used as such. A great deal depends on the teacher's preparation and the way he handles these exercises to make them a means of teaching and of learning. They should be done over and over again till every pupil has done every exercise in the set and can, without hesitation, speak or write the solution correctly.

The teacher should not leave any lesson until the pupils themselves have made a genuine attempt to grasp the substance of the passage given as a whole and the meaning of new words and phrases introduced ; they know how to use the words (in speech) given in the pronunciation lists and to solve all the exercises ; and satisfactorily complete the composition work set. The limit should be not the time taken, but the progress made. No useful purpose is served by passing from Lesson to Lesson unless each one is mastered by the pupil.

General Reading All work given in the Lessons including the exercises have to be supplemented, and pupils should be afforded opportunity and supplied with material for study and for pleasure. There should be a class library of suitable books—the reading material being easier than the passages in the Book.

There must be a definite scheme by which the pupils should be helped to go through a planned course of general reading. It will not be sufficient just to distribute books for silent reading without making arrangements to ensure that the time available shall be put to systematic use. The mere fact that children are (or appear to be) reading should not satisfy the teacher.

'Hints to the teacher' Hints are given at the end of Lessons. The teacher should read them in advance and **prepare** the work and not merely depend on " going through the lesson. " No book can replace the teacher in language learning.

A. J. R. V.

LESSON I

ANDARÉ

In Book One you read how Andaré, the famous court jester, ate the king's sugar which had been spread on a mat to dry. Andaré lived during the reign of Rajasinghe II and is said to have been born at Dickwella, a village in the district of Matara. From his boyhood he had been **full of mischief** and had **teased** his friends with his many **jokes and jests.**

After his marriage he had not paid a visit to the palace with his wife, and the queen **inquired** of him about this. He then told her that he was **ashamed to** bring his wife to the palace as she was **dull of hearing**. The queen, however, **insisted** that she should come. So Andaré went home and told his wife that the queen wished to see her.

"But remember," he said, "you must speak **as loud as** you can in her **presence** because she is very **deaf**."

The Queen and Andaré's wife inside the room

The following day he **conducted** her to the palace and, leaving her with the queen in a room, he quietly came out. Soon afterwards there was much noise inside the room, and a crowd gathered **interested** to know what was going on. This drew the king's attention and he too went there **in all haste.** He anxiously asked the queen what the matter was and she replied,

"This is Andaré's newly married wife. She is deaf, and I was speaking to her in a loud voice."

"Excuse me, Your Majesty," explained Andaré's wife, "I am not deaf **at all.** My husband **advised** me to speak as loud as I could because Her Majesty was very deaf. So I shouted at the top of my voice." So saying she knelt before the king and **begged his pardon.** The king, however, knew who was at the **bottom of the mischief,** and left the room with his men **roaring with laughter.**

COMPREHENSION

1. Who was Andaré ? Where was he born ?
2. What do you understand by : " from his boyhood he was full of mischief " ?
3. Soon after Andaré's marriage about what did the queen inquire ?
4. What reply did Andaré give the queen ?
5. He said something untrue to the queen and to his wife. What was that ?
6. Why did he tell them this untruth ?
7. Where did he take his wife the following day ?
8. What advice did he give his wife before taking her there ?
9. What was the noise inside the queen's room ?
10. Why was there a crowd outside the queen's room ?
11. Write in your own words two questions the king probably asked.
12. What explanation did the queen and Andaré's wife give the king ?
13. Why did Andaré's wife beg the king's pardon ?
14. Who was " at the bottom of the mischief " ? Explain : " at the bottom of. "
15. Did the king lose his temper ?
16. Why, do you think, did the kings of old have court jesters ?

PRONUNCIATION

Vowel Sounds

1. **dull** blunt dusk grunt rust tusk glove monk rough flood
2. **pardon laugh** calm glance grasp palm clerk hearth guard
3. **big** bill bitch brick ditch hip lid mist prick rim shift wrist
4. **tease speak** greedy beast dream lead peace meal chief niece
5. **full should** could foot wood
6. **room drew** tooth food moon noon rule truth lose move fruit

LANGUAGE STUDY

Nouns

You learnt something of Nouns in Book 1. Here are three groups of Nouns taken from the passage :—

(1)	(2)	(3)
Andaré	jester	reign
Dickwella	mat	boyhood
	friends	marriage
	palace	

Examine these nouns carefully and note the points of similarity between the words in each group. Now make three similar groups with the remaining nouns in the passage.

You will notice that the two nouns in Group 1 begin with Capital letters. One refers to a particular person, and it is *his* name ; the other, to a particular place and it is *its* name. Those names belong to them and no others. They are called **Proper Nouns**.

The nouns in Group 2 are also names of persons and places but they are not the names of any particular persons or places. They can be used for all members of the same kind, and are names (or nouns) common to all members of the group. So they are called **Common Nouns**.

Both Common and Proper nouns are names of persons, things or places and you can **see** them all. You can **touch** most of them, and **push** or **pull**, **cut** or **kill** some of them if you wish to do so ; (e. g. desk, dog). But in Group 3 you come across some nouns that you can neither **see** nor **feel**. They are *abstract* in form, and therefore they are called **Abstract Nouns**.

Add on to your lists from the following :

London, ocean, child, Senerat, kindness, Mihintalé, advice, school, benches, Sunil's father, Ponnusamy, friendship, frog, elephant, mountain, wisdom, Everest, Kelani Ganga, length, lions, cruelty, ships, sheep, Jaffna, division, soldiers, Elara.

Have you noticed that there are two nouns in the Passage that do not fit into the three groups of nouns you have made ? These two nouns are *sugar* and *crowd.*

Sugar stands for a *material* just as **salt, honey, beef, iron, water.** These nouns are called **Material Nouns.**

Crowd stands for a number or a *collection* of people just as **herd, flock, class, army** denote a number of animals or people. These nouns are called **Collective Nouns.**

You must remember that Material Nouns should not be used in the plural. It is wrong to say :

1. Bring me some **sands.** **(sand)**
2. I drank a lot of **waters.** **(water)**
3. He has plenty of **golds.** **(gold)**

You should also avoid using :

the, a, an, before **Proper Nouns**; *e.g.* **the** Punchi Banda, **the** Mannar, **the** Asia, **a** Punchi Meniké, **an** Ukku Banda.

But **the** is used before Proper Nouns relating to rivers, mountain ranges, seas, passes etc. ; *e.g.* **the** Kalu Ganga, **the** Himalayas, **the** Ramboda Pass.

Exercise 1

Point out the nouns in the following sentences and say what kind of noun each is :—

1. His father has gone to India for medical treatment.
2. We bought rice, vegetables and meat at the fair.
3. We have a good cricket team in our school.
4. Cleanliness is next to godliness.
5. Men of honesty are better than men of wealth.
6. The police marched the crowd through the streets of the town.
7. This little candle throws its light into the deep darkness.
8. The army was taken to Japan in a fleet of ships.
9. We are happy to hear of your success in the examination.
10. Mrs. Senanayake was presented with a bouquet of flowers.
11. Good health shows the way to happiness.
12. Children must learn to speak the truth at all times.
13. A flock of sheep and a herd of cattle are in the meadow.
14. Don Stephen Senanayake was the first Prime Minister of Ceylon.
15. Drink a glass of fresh milk every morning.

Exercise 2

Re-write these sentences filling in the blanks with Abstract Nouns formed from the words given at the end of each sentence :—

1. He showed me great —. (kind)
2. There was much — in the hall. (laugh)
3. During his — Andaré was very mischievous. (boy)
4. Before his — he lived in the palace. (marry)
5. His — of arithmetic is very poor. (know)
6. Sandow was a man of great —. (strong)
7. What is the — of that pillar ? (high)
8. Solomon was a man of —. (wise)
9. What is the — of your well ? (deep)
10. The soldiers fought with much —. (brave)
11. The king was full of — when this happened. (angry)
12. This boy's — was very good. (behave)

13. His — with me was only for a short time. (friend)
14. Owing to his — he does not hear. (deaf)
15. Little children must learn —. (obey)
16. You should always speak the —. (true)
17. What is the — from here to the market ? (distant)
18. Nobody likes him for his —. (proud)

Exercise 3

Fill in the blanks with suitable Collective Nouns :—

1. How many—of buffaloes have they ? 2. The—of soldiers marched across the desert. 3. We have a good—to play the match. 4. A—of robbers entered the house at night. 5. We saw a—of ships on the sea. 6. Have you seen a—of elephants ? 7. A—of sheep is on the meadow. 8. I bought a—of fire-wood for 50 cents.

Exercise 4

Correct the mistakes in the following sentences :—

1. The dutugemunu fought with the elara. 2. The ceylon is in the indian ocean. 3. I drank two glasses of milks this morning. 4. There is a new Bridge over maha oya. 5. Why did you go to the kandy yesterday ? 6. He has lost all his strengths.

COMPOSITION

Exercise 1

Fill in the correct words in the spaces :—

1. Mahinda came to Ceylon during the — of Devanampiya Tissa. Do not go about in the —. The horse's — is broken. **(rain, reign, rein)**
2. I — a beautiful story. The rose is —. **(red, read)**
3. We bought vegetables at the —. What is the train — to Kandy ? **(fare, fair)**
4. I shot a —. Why don't you comb your — ? **(hair, hare)**
5. Did you — your friend ? Do you eat—? **(meet, meat)**
6. After his sickness he is —. After a — he returned. **(week, weak)**
7. My left — is injured. Can you — my wound ? **(heal, heel)**
8. Give me a — of paper. There is no — in the world. **(piece, peace)**
9. I — the king is coming —. **(hear, here)**
10. — books were placed —, not here. **(there, their)**

Exercise 2

Make short sentences with the following phrases :—

on a mat	**during the reign of**
on a chair	during the interval
on the head	during the week
on a hill	during your absence
before long	**ashamed to**
before sun-set	happy to
before mid-night	afraid to
the following day	**as loud as**
the next morning	as quick as
the previous day	as fat as
the day before	as proud as
not deaf **at all**	**at the top of**
not happy at all	**in all haste**
not rich at all	**at the bottom of**

Exercise 3

A sentence is given below in its *Affirmative*, *Question* and *Negative* forms. Other sentences follow but only two forms are given. Supply the missing form.

Affirmative	*Question*	*Negative*
Andare ate the sugar.	**Did Andare eat the sugar ?**	**Andare did not eat the sugar.**
He was a good man.	Was he a good man?	.....
.....	Did she see his wife?	She didn't see his wife.
He told a lie.	.....	He did not tell a lie.
There was much fun.	Was there much fun?	.....
.....	Did he get angry ?	He did not get angry.
The queen was deaf.	Was the queen deaf ?	.....
She knelt before the king.	.....	She didn't kneel before the king.

.....	Does he eat bread ?	He doesn't eat bread.
We smoke cigars.	Do we smoke cigars?	.....
Peter attends school.	.....	Peter doesn't attend school.
He has a good pen.	Has he a good pen?	.....
.....	Will she sing?	She will not sing.
She can sing well.	Can she sing well?	.....
He saves money.	.....	He doesn't save money.

Exercise 4

Re-write the following sentences putting in Capital letters, Apostrophes, Full-stops, and Question Marks :—

Example : do you know where andarés wife was born

Do you know where Andare's wife was born ?

1. andarés wife went to see the queen
2. why did she kneel before the king
3. we sail across the indian ocean to go to arabia
4. this fox has lost its tail
5. sir oliver goonetilleke is the first ceylonese governor general
6. did you see the tooth relic at the dalada maligawa
7. navaratnasamy swam across the palk strait
8. i have a dog its name is rover it likes to eat meat
9. kirg vijaya married kuveni she was a yakka queen
10. sri wickrema rajasinghe was our last king he ruled at kandy

Exercise 5

Fill the blanks with **has** or **have** ; **do** or **does**

1. Senerat—a dog. Sunil—a dog. Senerat and Sunil—two dogs
2. Sita — her work. Seela—her work. They both—their work
3. The students of this class — no books and — no work.
4. She — more money than you — .
5. He — many estates but — not visit a single.
6. We — not charge fees from those who — no money.
7. — the cost of cars gone up ?
8. — your younger sister attend school ?
9. She — no shoes to wear and — not come to school.
10. — you think I — so much money ?

Exercise 6

Make short sentences with the following words:

famous, joke, deaf, quietly, because, pardon, blunt, tusk, calm, bitch, greedy, meal, chief, moon, noon, lose, fruit.

HINTS TO THE TEACHER

Reading:

Each Lesson in this Book may be completed in about two weeks' time. The first day or two may be devoted only to the reading and understanding of the Passage and to the section on Pronunciation which gives in bold type certain words from the text and a few other similar speech sound words that should normally come within the pupil's range of vocabulary at this stage.

Vocabulary and Spelling:

The words and phrases that occur in bold type in the Passage of each Lesson are meant for special study by the pupils. So are the words in the Pronunciation lists. Written spelling tests based on these words should be a regular feature throughout.

Dramatisation:

Children have a natural instinct for dramatisation. After the class has read and understood the Passage in each Lesson get them to dramatise the story. Divide them into three or four convenient groups, and let each group prepare a short play with your assistance and act it before the rest. Award marks on the performance of each group.

Picture Dictionary:

Get the children to compile a Picture Album that will serve as a Dictionary of the important words and phrases they come across in each Lesson. The teacher may cyclostyle sketches to illustrate the meanings of these words and phrases and give them to the class for colouring and labelling, or else the children may be asked to collect suitable pictures or draw rough sketches.

Language Games:

Language can be taught in the 'play way' by means of games. Here is one such game through which you can teach the different kinds of Nouns given in this Lesson.

Write on small cards Proper, Common and Abstract nouns, in the first instance, on each card, and distribute them among the children. Fix up three spots in the class-room for these three kinds of nouns, each spot in charge of a leader. At a given signal let the children run to their respective leaders and form the three noun groups, The first to form the group correctly gets the day. Re-distribute the cards, and try again

The second round of the game may be on another set of nouns, say Common, Collective and Material nouns.

LESSON II

KING SIRI SANGA-BO

Long, long ago there lived in the city of Anuradhapura a very wicked king who ruled his **subjects** very **unjustly.** They **disliked** him so much that they **made up their minds** to **get rid of** him. At their head were three strong young men from the court. Their names were Sanga-tissa, Sanga-bo and Gothabhaya. They had come from Mahiyangana in Bintenne district and **taken service** under the king. They were good and **close friends.** With their help the people put the king to death. Thereupon Sanga-tissa became king. His two friends agreed to rule after him.

For a few years the new king ruled justly and well, but **unfortunately** he died quite **unexpectedly** after eating a poisoned jambu fruit. Siri Sanga-bo then became king and was even better than his friend as a ruler. He was very just and kind to the people. He did not **harm** anybody, not even an animal. He was very good and **pious**. He helped the monks and temples **a great deal.** He did everything possible to make his subjects **happy, peaceful** and **prosperous**. There was one man, however, who was quite unhappy, and that was Gothabhaya, his friend, who was now jealous of Sanga-bo's long reign. He was **impatient** to become king himself. So he **raised an army** and marched against the king. Siri Sanga-bo did not want to see a single drop of blood shed **for his sake.** Therefore he left the court **in disguise** and went into **exile.** He lived as a **hermit** in a forest at Attanagalla. Gothabhaya immediately **seized** the throne and offered a large reward to anyone who brought him Sanga-bo's head.

One day a beggar, going through the woods, **came upon** Sanga-bo, and shared his **scanty** meal with him He could not, however, **recognise** the king. The **latter** thanked him very much and inquired about the new king. The beggar then told him about Gothabhaya's offer of a big reward for Sanga-bo's head, and said, "There is much sorrow in the country now as hundreds of **innocent** men are being killed for their heads by those who try to **claim** this prize. I left the city this morning to escape death."

Siri Sanga-bo was **full of grief** when he heard this sad news and said, "I am Siri Sanga-bo, your former king. You have been very kind to me and I must **repay your kindness.** Cut off my head and take it to your king."

The beggar was much too **shocked** to do such a wicked thing to so saintly a man and refused to do it. Thereupon it is said that Siri Sanga-bo drew a circle round his neck, took off his head with his own hands and offered it to the **amazed** beggar who **could not but accept** it. He set off immediately to the palace and received the prize from the king to whom he told the full story.

Siri Sanga-bo offers his head

COMPREHENSION

1. Who lived long ago at Anuradhapura ?
2. Did his subjects love him ? Why ?
3. What did they decide to do ? How did they do it ?
4. Of the three friends who became king first ? Why ?

5. How did the new king rule ? Did he rule long ?
6. Who came to the throne next ? Describe his reign.
7. Why was Gothabhaya unhappy ?
8. What did he do ? Why didn't Sanga-bo oppose him ?
9. Why did Sanga-bo leave the palace in disguise ?
10. Where did he go to ?
11. What did he do thereafter ?
12. Why did Gothabhaya offer a large reward ?
13. Who came across Sanga-bo one day ? Why did he share his meal with him ?
14. Say why there was much sorrow in the country at that time.
15. Why was Sanga-bo " full of grief " ?
16. Why couldn't the beggar recognise the king ?
17. Say briefly why Sanga-bo offered his head to the beggar.
18. Why did the beggar refuse to do as ordered by Sanga-bo ?
19. What did the beggar do as soon as he got Sanga-bo's head ?
20. Explain : made up their minds ; get rid of ; close friends ; taken service under the king ; impatient to become king ; raised an army ; in disguise ; went into exile ; came upon ; scanty meal ; repay your kindness ; could not but accept it.

PRONUNCIATION

Vowel Sounds

1. **head friend jealous anyone** debt says health meadow bury
2. **happy scanty** chat gang cash grand hatch wag
3. **drop want possible prosperous forest offered shocked** bottom promise fond knock mock rob shone flock follow
4. **All off court brought reward story former** dawn raw forty forward torch sword fault naughty broad board fourteen
5. **a** bóy **ago against beggar** abóut atténd alóud allów
6. **service hurt circle hermit** certain dirty first work worm

LANGUAGE STUDY

Adjectives and Adverbs

You learnt in Book I that **Adjectives** add to the meaning of *Nouns*, and that **Adverbs** add to the meaning of *Verbs*. Let us examine the Adjectives and the Adverbs in the Passage you read. Here are some of them :

Adjectives	Adverbs
a very **wicked** king	He ruled his subjects very **unjustly.**
three strong young men	He died quite **unexpectedly.**
a **large** reward	Gothabhaya **immediately** seized the throne.

Pick out the other **Adjectives** in the Passage. You will see that they all describe *Nouns*. Point out the nouns that are so described. Read the Passage in Lesson I. What are the adjectives you come across ?

Now read the Passage in this Lesson and pick out all *Adverbs* that qualify *Verbs*. Besides these, are there any other Adverbs in the Passage ? Here are a few of them :

a **very** wicked king	(Here **very** qualifies an Adjective)
a **very** pious king	(Here too **very** qualifies an Adjective)
ruled **very** unjustly	(Here **very** qualifies another Adverb)
died **quite** unexpectedly	(Here **quite** qualifies another Adverb)

You now learn that an **Adverb** can also add to the meaning of an *Adjective* or another *Adverb*. Such Adverbs, however, are very few. Name all the Adverbs in the Passages of both Lessons.

You should remember that **Adverbs** generally end in **-ly** : *e.g.*

He ruled the country **peacefully.**
He left the palace **secretly**.
Andaré left the room **quietly.**

But there are a few **adjectives** too that have this ending ; *e.g.*

He was a **saintly** king.
The rose is a **lovely** flower.
He spoke to me in a **friendly** way.

Exercise 1

Say whether the words in black type are **Adjectives** or **Adverbs** :—

1. My **elder** brother went to Colombo **yesterday** to buy a **new** car. 2. The **holy** priest **often** gives his **own** food to **hungry** beggars. 3. The **sick** child was **quickly** taken to the **nearest** hospital. 4. **This little** girl sings **beautifully.** 5. Your **lost** pen was found **here,** not **there.** 6. **Once** or **twice** he has gone **alone** to **that lonely** spot. 7. I shall **certainly** help **these helpless, blind** children. 8. He takes a **daily** walk round the **busy** town. 9. Walk **carefully** and **slowly** on the **wet** road. 10. The patient is **much worse** and we are taking him **immediately** to a **well-known** doctor.

Adjectives and **Adverbs** are like twin-brothers. Most of them can express the same idea. Examine the following sentences :—

Siri Sanga-bo was a **just** king.	(Adjective)
Siri Sanga-bo ruled **justly.**	(Adverb)
He was a **pious** man.	(Adjective)
He lived **piously.**	(Adverb)
Your reading is not **clear.**	(Adjective)
You do not read **clearly.**	(Adverb)

Sometimes you will come across words that are used both as **Adjectives** and as **Adverbs.** Examine these sentences :—

She spoke as **loud** as she could	(Adverb)
She spoke in a **loud** voice.	(Adjective)
Long ago there lived a wicked king.	(Adverb)
This is not a **long** story.	(Adjective)
There is **much** sorrow in the country	(Adjective)
The beggar was **much** shocked.	(Adverb)

Exercise 2

Re-write each sentence changing the **Adjective** into an **Adverb,** but expressing the same idea :—

1. The people are happy. 2. Siri Sanga-bo's reign was peaceful. 3. This boy's work was bad. 4. Premaratne is a fast runner. 5. He is a greedy boy. 6. Romanis is a careful driver. 7. This is an early train. 8. He is a brave fighter.

Exercise 3

Say whether the words in black type are **Adjectives** or **Adverbs** :

Who became king **next** ?	He is my **only** son.
Who was the **next** king ?	He **only** looked at me.
Why did you come so **late** ?	He takes **daily** exercise.
I came by a **late** train.	I go **daily** to school.
He gave me a **hard** blow.	Stand **near.**
He hit me **hard.**	She is a **near** relative.
Do not speak **fast.**	He has **still** not come.
Is this a **fast** train ?	The water is very **still.**

Exercise 4

Fill in the gaps with suitable Adjectives or Adverbs and point out the word each qualifies :—

1. The—boy was punished. 2. You should drink—milk—. 3. Has your—sister visited the zoo ? 4. You should be—at 8 o'clock. 5. He treated me—kindly. 6. Bring me a —stick. 7. The—man was killed. 8. —we went to see him. 9. Why don't you do your work—? 10. The—people live—.

COMPOSITION

Exercise 1

Make a meaningful sentence with each of the following groups of words, adding a few more suitable words:—

1. lived, cruel, ago, king, there.
2. unjust, not, judges, good.
3. everybody, man, dislikes, a.
4. late, doctor, unfortunately, came.
5. impatient, we, queen, see, were.
6. jealous, she, beauty, friend's, was.
7. went, disguise, constable, village.
8. seized, he, thief, neck, by.
9. thief, constable, recognise, could.
10. servant, salary, claimed, month, last.
11. news, sudden, shocked, friend's, me, death.
12. offered, king, his, country, life.

Exercise 2

Fill in the blanks with the words given in the brackets :

1. We—that the—king was good and just. **(new, knew)**
2. Sanga-bo came to the—next. The dirty water was—away. **(throne, thrown)**
3. I—a stone—the opening in the wall. **(through, threw)**
4. He—not go to the—for fear of animals. **(wood, would)**
5. I have—lovely pups. They are—small to be given to you. **(too, two)**
6. We—that you have—money. **(no, know)**
7. The rain—after some time. We—his property. **(ceased, seized)**
8. We have—using this dust—for a long time. **(bin, been)**
9. Parents—their children to be good. It is good—. **(advice, advise)**
10. Why did he—the palace ? Where did he—thereafter ? **(live, leave)**
11. He was—happy with the—life he led in the forest. **(quiet, quite)**
12. When you go to the king's—you must put on your—**(coat, court)**
13. I shall gladly—your present. All came—John. **(accept, except)**
14. Gamini and Gabriel went to town. The—carried a bag. But Gamini carried it for him—. **(later, latter)**
15. Gandhi worked for the—of his country. All our—were sent by train. **(good, goods)**

Exercise 3

1. **Siri Sanga-bo did not want to fight with Sanga-tissa.**
2. **The beggar could not recognise the king.**

The above two negative statements can be re-written in a shorter way as follows :

1. Siri Sanga-bo **didn't** want to fight with Sanga-tissa.
2. The beggar **couldn't** recognise the king.

If you turn them into questions you will have to write as follows :

1. **Didn't Siri Sanga-bo want to fight with Sanga-tissa ?**
2. **Couldn't the beggar recognise the king ?**

Now turn the following negative statements into questions as shown above :

1. Sanga-tissa did not rule for a long time. 2 Siri Sanga-bo did not live long. 3. He was not a wicked king. 4. Andaré's wife was not deaf. 5. This boy is not honest. 6. We are not rich people. 7. We do not live in comfort. 8. The government does not help us. 9. The train has not yet arrived. 10. The passengers have not bought their tickets.

Exercise 4

Fill the blanks with words made from those in italics: —

Example : There is a *strong* wind. The wind blows **strongly.**

1. He led a *pious* life. He lived—.
2. He was *patient* till the good news came. He waited—till the good news came.
3. Do not quarrel, you must always be *peaceful.* Do not quarrel, you must always live—.
4. Don't be *jealous* of your neighbour. We—guarded our treasure.
5. Many *innocent* men were killed. Many men were—killed.
6. Do not be a *wicked* boy. Do not behave—.
7. Send me an *immediate* reply. Send me a reply—.
8. Why do you speak in such a *loud* voice ? Why do you speak so—?
9. You should always do *good* work. You should always do your work—.
10. Do not say anything *bad* about others. Do not speak—of others.
11. *Bright* stars shine in the sky. Stars shine—in the sky.
12. This girl is very *tidy* in her work. This girl does her work very—.

Exercise 5

Re-write each sentence adding suitable words to describe the words in italics :—

Example : A *child* is walking alone on the *road.*

A **small** child is walking alone on the **wet** road.

1. A *doctor* pulled out my *tooth*. 2. These *hermits* live in the *forest*. 3. The *fruit* fell from the *tree*. 4. My *brother* gave me a *present*. 5. *People* eat *food*. 6. The *man* saved the *child* from drowning. 7. A *bird* is on the *branch*. 8. The *prince* rides on a *horse*. 9. A *serpent* stung my *friend* on the *leg*. 10. This *house* belongs to a *man*. 11. The *woman* was taken to the *hospital*. 12. The *boy* gave all the *answers*.

Exercise 6

Re-write each of the following sentences putting in one of the words given below in place of the words in italics :—

Words : much, alone, decided, disappeared, hastily, mischievous, met, approach, immediately, proceed, ascended, killed.

1. We *made up our minds* to live in peace.
2. The man suddenly *came upon* a dangerous animal.
3. We went to his help *in all haste*.
4. The wicked king was *put to death*.
5. Boys are *full of mischief* at times.
6. He has helped me *a great deal*.
7. Who *came to* the throne next ?
8. We could not *go on our way* owing to heavy rain.
9. The money was paid *without a moment's delay*.
10. Are you afraid to *come near* me ?
11. I went to the dark room *without anybody*.
12. After some time the bright star *went out of sight*.

Exercise 7

Frame sentences with these phrases :—long ago ; once upon a time ; get rid of ; a great deal ; very jealous of ; for my sake ; in disguise ; full of grief ; full of happiness ; set off.

Exercise 8

Re-write these sentences in their correct order to make a connected story :—1. Andaré thereupon thought of a good plan. 2. One day Andaré had a quarrel with his wife. 3. His wife immediately rushed out of the room and ran to the well thinking that he had jumped into it. 4. Andaré, however, came quietly into the room and locked the door. 5. So she locked herself up in a room and would not speak to him. 6. He went to the well close by and flung a very large stone into it, shouting at the same time " I am no more ! I am no more ! "

HINTS TO THE TEACHER

Pronunciation:

No. 3 (**drop**) *: This sound is made at the back of the mouth, and not in front as the vernacular ஓ, ஒ. The tongue should be held as low down and as far back as possible. The lips should not be protruded. The vernacular ஓ, ஒ, should not be substituted for this sound.*

No. 4 (**all**) **:** *Pronounce this sound too the same way, but lengthen it.*

No. 5 (**a** *bóy*) *: Guard against the common error of giving the name of the letter 'a' rather than its sound (as in ' ஏ '). Get the pupils to stress the word that follows ' a ' ; e.g. a boy.*

Language Game on Adjectives and Adverbs:

Write on cards a phrase each containing an adjective or an adverb ; e.g. an intelligent boy : run fast : a fast walker, and distribute the cards among the class.

Call out " Adjectives ! " and those who have the adjective-cards will stand up. Examine their cards. Now re-distribute the cards and call out " Adverbs ! " When the " adverb " children get up, examine their cards. Have several rounds of the game

LESSON III

THE CEYLON ELEPHANT

The elephant is the King of the Ceylon jungle. No other animal **dares** to **challenge** his kingship. In their wild state, elephants live in small herds, about twenty-five in each. A full-grown male is usually the leader of the herd. Such a leader, in all his **majesty** and **dignity,** roams the jungle with his followers. Some elephants have tusks from which we obtain **ivory** ; but " tuskers " are now **rare** in Ceylon.

Today, the Ceylon elephant belongs to a **dying race.** The opening up of Ceylon's forests for cultivation has steadily **reduced** the size of our jungles. The elephant is thus **deprived of** his natural home and is sometimes forced to **roam** on cultivated land. When this happens, the villagers shoot the animals. There are about a thousand wild elephants in Ceylon today. To **preserve** the wild elephant and other wild animals the Ceylon Government has set aside certain forest areas called " Game Sanctuaries, " where animals **can live in safety** and **breed peacefully.** No one is allowed to shoot in these areas. The Ruhuna National Park is one of these protected **reserves,** and many wild elephants, leopards, deer and other animals can be seen there in their **natural surroundings.**

A full-grown elephant eats a good lot of fodder a day. Elephants are fond of bathing and they spend hours in the water. They lie on their side on shallow river-beds and lift their trunks above the surface of the water. It is a very pretty sight to see baby elephants bathing. They are very playful and full of mischief, just like little children. Elephants have poor eyesight and people can approach within about a hundred yards of wild elephants. A famous photographer, Eric Swan, once dared to go so close to a wild elephant that he lost his life in the attempt. Sometimes old elephants develop solitary habits and become dangerous to people. They wander away from their herds and often attack human beings. Such an elephant is called a " Rogue Elephant ", and the government issues licences to people to shoot such dangerous animals.

From very early times the elephant has been trained to help man in various ways. It acts as a beast of burden for us and it ploughs our fields. It is also used in Peraheras. What would the annual Kandy Perahera be without its richly dressed elephants? Have you seen the famous Maligawa tusker Raja who carries the sacred tooth relic at the Perahera?

(Photo by *C. N. Christie David*)

Raja

COMPREHENSION

1. How do elephants live in the jungle?
2. What are tuskers? In what ways are tusks useful to us?
3. Explain why the Ceylon elephant belongs to a " dying race. "

4. How does our Government propose to save the Ceylon elephant ?
5. What is fodder ? Name some other animals that use fodder.
6. Why are people able to approach close to wild elephants ?
7. What do elephants like very much ?
8. Why did Eric Swan go so close to the elephant ?
9. How did Eric Swan come by his death ?
10. When is an elephant said to be a " rogue " ?
11. When have you the right to shoot a wild elephant ?
12. When is a wild elephant dangerous ?
13. What is a " beast of burden " ?
14. In what ways are elephants useful to us ?
15. Why do we call the elephant the King of the Ceylon jungle ?
16. Explain :—in all his majesty and dignity ; deprived of his natural home ; to preserve the wild elephant ; natural surroundings ; solitary habits ; game sanctuaries.

PRONUNCIATION

Diphthong Sounds

1. **train state male day bathe famous dangerous sacred** reign haste claim main pay make great break grapes shame
2. **no grown home** joke told ago own close holy coat road though spoke sold stole show notice whole don't rode
3. **wild dying size lie side sight** dry try wife prize kind climb fine hide nice rise shine tile wipe slight thrice pride

LANGUAGE STUDY

Verbs

Most of your mistakes in English are due to the wrong use of **Verbs.** You should therefore pay special attention to the study of **Verbs.** In Book I you learnt the following principal " Subject-word and Verb" agreements :—

I am — We are	*You are — You are*	*He (She, It) is — They are*
I have — We have	*You have — You have*	*He (She, It) has — They have*
I do — We do	*You do — You do*	*He (She, It) does — They do*
I eat — We eat	*You eat — You eat*	*He (She, It) eats — They eat*

You also learnt to turn sentences made out of these "Subject-word and Verb" agreements into **Negative** and **Question** forms and into the **Past** and **Future Tense** forms.

Let us now study **Tenses** in fair detail. You have already learnt that there are three Tenses in English just as in Sinhalese and Tamil, namely the **Present Tense,** the **Past Tense,** and the **Future Tense.** *But each of the English Tenses, unlike Sinhalese and Tamil, has four forms, namely :—*

Present Tense

No. 1. He *eats* rice.
,, 2. He *is eating* rice.
,, 3. He *has eaten* rice.
,, 4. He *has been eating* rice.

Past Tense

No. 1. He *ate* rice.
,, 2. He *was eating* rice.
,, 3. He *had eaten* rice.
,, 4. He *had been eating* rice.

Future Tense

No. 1. He *will eat* rice.
,, 2. He *will be eating* rice.
,, 3. He *will have eaten* rice.
,, 4. He *will have been eating* rice.

It is not necessary for you to study in detail all these forms of Tenses. It will be sufficient if you know the first three forms of the Present and the Past Tenses and the first two forms of the Future. Let us examine the Present Tense in particular, for a good many of your mistakes arise from the use of this Tense.

1. *He eats rice* means that he is in **the habit of eating** rice **every day.**
2. *He is eating rice* means that **at the time of speaking he is eating.** The action is still going on.

Similarly :—

The sun rises in the east means that **it rises in the east every day** all the year round and **everybody knows this fact.**

The sun is rising means that **it is just rising** and we are watching it. **The action is going on.**

3. *He has eaten rice* means that **he has just now finished eating his rice.**

You now know when we should use each of these three forms of the Present Tense ; *viz.*

We use **form No. 1** when we speak of an action that is done as **a habit** or an action denoting **a general truth** ; *e.g. I walk to school. He speaks English. All men die.*

We also use this form with phrases or words like *every day, always, sometimes, never* ; *e.g.*

He comes to school *every day.*

He *always* tries to please his mother.

He *sometimes* works till six o'clock.

He *never* misses his Sunday Mass at church.

We use **form No. 2** when we speak of **an action that is going on** at the time of speaking ; *e.g. I am going home. It is raining. The tram is coming.*

We use **form No. 3** when we speak of **an action that has just been completed** ; *e.g. He has done his work. The sun has set. I have written that letter.*

Now say why the following sentences are wrong and correct them.

1. He is eating rice every day.
2. He has eaten rice yesterday.
3. My father is working in a shop.
4. This train is reaching Kandy at six.
5. Who is teaching you Arithmetic ?
6. I have paid my fees last week
7. Cows are giving us milk.
8. We are always speaking the truth.
9. They have done their work long ago.
10. I am coming to school by train
11. This book is belonging to me.
12. He is not telling us lies.

Let us next examine the **Past Tense.** It is simpler than the **Present Tense.**

He ate rice denotes **an action in the past.**

He was eating rice means that **he was going on with the action at some point of time in the past** ; *when I rang the bell* for instance.

He had eaten rice denotes that **he had completed the action earlier than another action in the past.** (*e.g.* He had eaten the rice before I went there.)

Which sentence, do you think, is right :

" Andaré had eaten the sugar " or " Andaré ate the sugar " ?

" Last week I went to Galle " or " Last week I had gone to Galle " ?

" He rang the bell before I came " or " He had rung the bell before I came " ?

The **Future Tense** merely indicates actions that are still to take place. You will find no difficulty in using this tense. You should, however, remember that

shall generally goes with **I** or **we**
will generally goes with all other Nouns

You will learn later other ways of using **shall** and **will.**

It is very important for you to remember that every **verb** has **three principal parts** ; *viz.*—

the Present Tense (**eat**)
the Past Tense (**ate**)
the Past Participle (**eaten**)

You make a good many mistakes in English because you are not familiar enough with these principal parts of verbs. You must remember that it is impossible for you to speak or write good English unless you know them well. Here are a few more examples of these principal parts of verbs :—

Present Tense	Past Tense	Past Participle
write	wrote	written
grow	grew	grown
wear	wore	worn
sit	sat	sat
send	sent	sent
cut	cut	cut

See the Appendix for a fuller list. You should know the correct spelling of all these parts of verbs and learn them by heart.

Exercise 1

(*a*) Fill in the blanks with **do, does,** or **did** :—

1. Elephants—not eat meat. 2. Siri Sanga-bo—not want to fight with his friend. 3.—he attend school regularly ? 4. Why—his friends cheat him so much ? 5. Where—your brother work ? 6. —you see the Queen in Ceylon ? 7. — your work well. 8. — you know me ?

(*b*) Fill the blanks with **has** or **have** :—

1. Lalith—a new doll. 2. Lalitha does not—one. 3. We —a few good friends. 4. —he gone home ? 5. The price of motor cars—gone up. 6. The people of this area—left. 7. —these children done their work ? 8. —he told you a lie ?

Exercise 2

(*a*) Write these sentences in the **past tense**

1. The wind blows strongly. 2. Your uncle is speaking to me. 3. We sell our vegetables at the fair. 4. They are disturbing our work. 5. He does not know Tamil. 6. She sings well.

(*b*) Write these sentences in the **present tense:**

1. The small child cried for its mother. 2. The prince rode on a horse. 3. He had paid the money. 4. Where were the people going ? 5. The clock struck twelve 6. Mr. Silva taught us well.

Exercise 3

Choose the right **verb** in the following sentences :—

1. He has not (came, come) home.
2. We (play, played) tennis yesterday.
3. Who is (sang, singing) there ?
4. I have (took, taken) the money.
5. Did she (go, went) to Jaffna ?
6. You were (stolen, stealing) mangoes.
7. The boy (plays, playing) marbles.
8. He (has run, will run) tomorrow.
9. Once there (lives, lived) a king.
10. She will be (sailed, sailing) next week.
11. Have you (forgot, forgotten) your lesson ?
12. He did not (drive, drove) the car.

Exercise 4

Put the right **verb** in each of the blanks :—

1. My mother—me very much. (is loving, loves)
2. Coconuts—along the sea coast of Ceylon. (grow, are growing)
3. The sick man—. (is dying, dies)
4. I—the village school. (attend, am attending)
5. The bull—only grass but—hard work. (eats, is eating ; is doing, does)
6. Miss Caldera—us English. (is teaching, teaches)
7. Just now he—some urgent work. (is doing, does)
8. Swarna—to Colombo every Saturday. (is going, goes)
9. Who—you so much money ? (gives, is giving)
10. Your uncle—furniture for us. (makes, is making)

Exercise 5

Fill in each blank with the correct form of the verb in brackets :—

1. I—the floor with a broom. (sweep)
2. Who has—my money from the purse ? (steal)
3. He angrily—the book out of the window. (throw)
4. Why are you—my hand ? (hold)
5. I was much—when he said so. (hurt)
6. The servant has—two plates and a saucer. (break)
7. Has he—you the picture he drew ? (show)
8. They have—a pit and—the dead dog. (dig ; bury)
9. He—me when I make a mistake. (beat)
10. Sita—to cry when she saw the bear. (begin)

COMPOSITION

Exercise 1

Fill in the blanks with **a, an, or the,** where necessary :—

1. —elephant eats more than—bull. 2. —elephant has been trained by—man to help him. 3. About—year ago I visited—island off—coast of India. 4. My friends eat—mutton but they do not eat—beef. 5. —uncle and—aunt of my friend came here—hour ago. 6. —iron is—useful metal. 7. —sun rises in—east. 8. —Mississippi is—longest river in—world. 9. —honesty is better than —riches. 10. —English is now—world language. 11. We go to—school by—bus. 12. —lotus is—most beautiful flower in Ceylon.

Exercise 2

Arrange the following words so as to make sentences :—

1. animal the elephant on land the biggest is.
2. it long has trunk a and short a tail.
3. lives it forests of thick in the Ceylon.
4. us very is when it tamed useful to.
5. loads ploughs and heavy it our fields pulls.
6. faithful is and it obedient us very to.
7. kills if it mahout angered it is its.
8. valuable some have elephants tusks.

Exercise 3

Fill in the correct words in the spaces :—

1. I saw a—of elephants. Have you—this story ? **(heard, herd)**
2. What is the—of these figures ? I have—apples. **(some, sum)**
3. Have you seen the—of the sun ? We ran a—. **(race, rays)**
4. —elephants kill people. There was silence for—. **(sometimes, some time)**
5. I was—to go home. Why don't you read—? **(aloud, allowed)**
6. A beautiful—was—from the top of the hill. **(seen, scene)**
7. Within an—he returned. That is—house. **(hour, our)**
8. Gypsies—about in the country. I—why he is late. **(wander, wonder)**
9. He—the whistle. The captain has worn a—shirt. **(blew, blue)**
10. —is the shirt I asked you to—? **(wear, where)**

Exercise 4

Fill in the blanks with the "opposites" of the words in italics :—

Example : The **fat** boy walked with a **lean** man.

1. The elephant is *wild* but our cat is—.
2. If you are *weak*, you must try to be—.
3. They were *ashamed* of their defeat but we were—of our victory.
4. The weary man travelled *day* and—from *sunrise* to—
5. The *wicked* king was not—to his subjects.
6. *Old* men and—men came from *far* and—.
7. The *happy* and *fortunate* people must help these—and—children.
8. You should be *patient* and *obedient* and not—and—.
9. The *innocent* man was killed while the—man escaped.
10. Do not *lend* or—money.

Exercise 5

Read the following sentences :—

1. Sunil was speaking very highly of himself. 2. After a short time Senerat came back. 3. Sivaraj was sent out of schoól for bad conduct. 4. Peter dressed himself just like a beggar. 5. Poomany went home as fast as she could. 6. Perera gave me lot of help. 7. Piyadasa went up the tall tree. 8. Kamala made a few changes in her programme. 9. David left the place before sunrise. 10. Sujatha spent money on useless things.

Now say who

climbed ? disguised himself? boasted ? departed? was expelled ? wasted ? assisted ? returned ? hurried ? altered ?

Exercise 6

Make short sentences with :—

No one dared to : rare : deprived of : preserve : in safety : protect : fond of : a pretty sight : just like : dangerous : famous : set aside.

Exercise 7

(*a*) Write ten short sentences describing :—an elephant : a bull : your dog at home : your pet cat : any bird.

(*b*) State carefully in five sentences the difference between :—
a deer and a bear : a donkey and a horse : a crow and a sparrow.

HINTS TO THE TEACHER

Pronunciation :

No. 1 (**train**) : *Do not let children substitute* ඒ, ඇ, *for this sound. A diphthong is a combination of two vowel sounds in a single compound sound. Note the vowel sounds in* **egg** *and* **in** *; join them and pronounce rapidly and you will get the diphthong sound in* train, state *etc.*

No. 2 (**no**) : *Guard against substituting* ඕ, ඉ *for this sound.*

The Present Tense:

Wherever possible, get your pupils to dramatise the action in front of the class in order to drive home to them the points of differences in these three forms of the Present Tense. For instance, ask them to point out a boy among them who is able to read well. Let that boy (may be, Banda) come before the class with his Reader. Now ascertain from the class which of these two sentences is correct in respect of this boy :

" Banda reads well."

" Banda is reading well."

If they select the first, it is well and good, for they know that Banda, as a rule, reads well. If, however, they select the second, you may ask them how it can be correct when Banda has not even opened his book ! Now get Banda to read, and ask the class what he is doing ; they will give you the correct answer, " Banda is reading." Then let Banda stop reading and ask them what he has done. They should give the answer, "Banda has read his lesson." Similarly let the class dramatise "write", " run ", etc.

Language Game:

1. *Verb " families "—Write the words, break, broke, broken each on a separate card. Similarly, write the principal parts of other verbs and distribute the cards. Let each pupil try to collect a complete " family " by asking " Have you got the past tense form of ' break '?" The other answers, " No, I have not." or " Yes, I have got the past tense form of ' break ' " When all the " families " are collected, let each say aloud the present tense, the past tense, and the past participle forms of the verbs respectively.*

2. *Teach the three Tenses on the same lines as the five kinds of nouns in Lesson 1. Appoint a leader in charge of each Tense, and he will have to see to the formation of his group by collecting the four forms of his Tense ; e.g. drinks, is drinking, has drunk, had been drinking*

Errors in English:

You often come across the following types of errors :—

I not eat rice.
He not eat rice ?
He do not eat rice.
Did she not ate rice ?

These errors are made when pupils attempt to make negative and question forms without knowing the English idiom.

Point out to the pupils that every verb (except the verb " to be ") contains a 'hidden helping-word,' namely do, does or did. Examine the following verbs :

eat	= (*do*) + *eat*		*give*	= (*do*) + *give*		*run*	= (*do*) + *run*
eats	= (*does*) + *eat*		*gives*	= (*does*) + *give*		*runs*	= (*does*) + *run*
ate	= (*did*) + *eat*		*gave*	= (*did*) + *give*		*ran*	= (*did*) + *run*

Now turn the following statements into Question and Negative forms :

Statement	*Verb Examination*	*Question Form*	*Negative Form*
I eat rice.	*eat = (do) + eat*	*Do I eat rice ?*	*I do not eat rice.*
He eats rice	*eats = (does) + eat*	*Does he eat rice ?*	*He does not eat rice.*
She ate rice.	*ate = (did) + eat*	*Did she eat rice ?*	*She did not eat rice.*

The pupils should be helped to see that the verb eat remains constant but the helping word undergoes changes.

Make similar sentences with give, run and other verbs. Give the pupils a number of verbs and ask them to write out the relevant 'helping-words' as already shown. Later they should be able to say at sight what 'helping-word' a given verb contains. They will then be able to avoid errors of the type pointed out.

Another type of error is found in each of these sentences :—

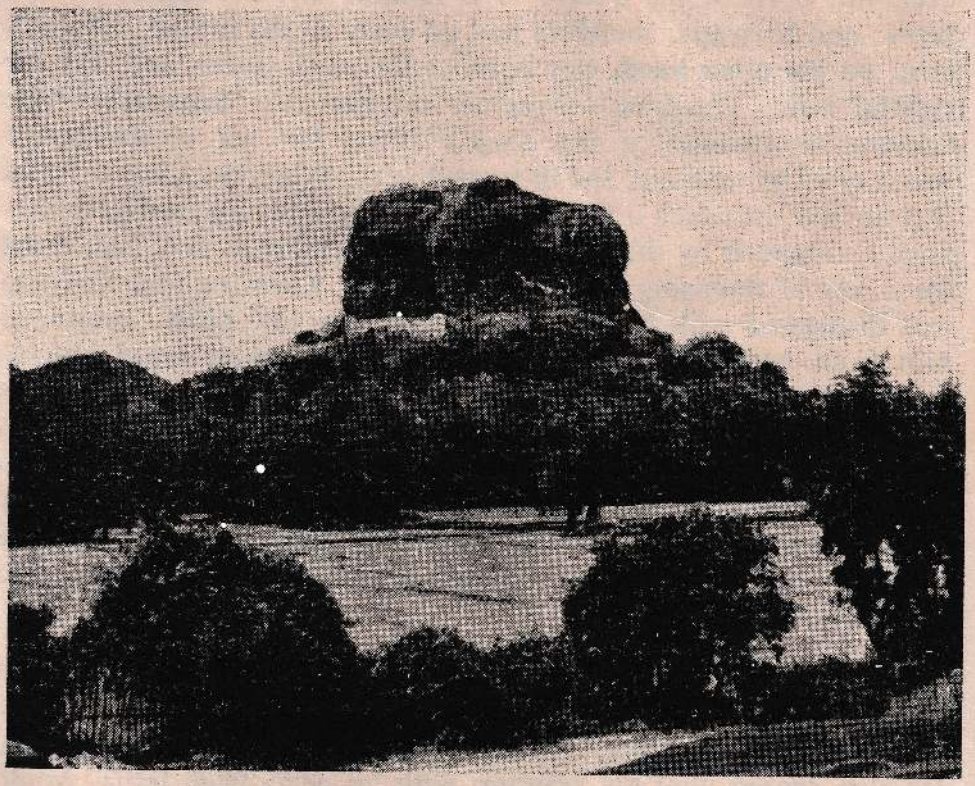
(*a*)	(*b*)
He is eat rice.	*He has eat rice.*
He was ate rice.	*They have eat rice.*
He was eaten rice.	*They have ate rice.*
She was eat rice.	*She has eating rice.*

To avoid errors of this type you should make the pupils very familiar with all the Tense forms in the First Person, the Second Person, and the Third Person, Singular and Plural. (It is of course understood that the pupils are not to be given the grammatical terms mentioned here). Thereafter they should be helped to see that the present participles and the past participles always go with certain 'helping-words', namely :—

(*a*)		(*b*)	
is	**eating**	*has*	**eaten**
am		*have*	
are		*had*	
was		*will have*	
were		*shall have*	
will be		*(can have)*	
shall be		*(may have)*	
(can be)		*(should have)*	
(may be)		*(could have)*	
(should be)		*(must have)*	
(could be)			
(must be)			

LESSON IV

SIGIRIYA



(Photo by *Swastika Studio*)

You have all heard about Sigiriya and perhaps you have visited it. It is a small village ten miles off Dambulla in the district of Matale. Visitors go there nearly every day to climb its huge Rock of **ancient fame** and see the beautiful paintings on a part of its walls as well as the **interesting ruins** found there. This Rock is very **steep** and is about 600 feet in height. It was once the **'fortress'** of a king of Ceylon who built a city around it and ruled from there for eighteen years. Here is the story of this king.

About fifteen **centuries** ago King Dhatusena, the builder of Kalawewa Tank, ruled at Anuradhapura. He had two sons, Kasyapa and Moggallana, and a daughter. Kasyapa was, however, not born of the queen. His mother was a woman of low birth, and Kasyapa therefore had no claim to the throne. Moggallana, **on the other hand,** was born of the royal queen and was the **rightful heir.** The king's daughter married the 'Senapathi' (the Commander-in-chief of the King's army) but her mother-in-law was a cruel woman and she **ill-treated** her. When the king heard of this he flew into such a **violent rage** that he burnt the mother-in-law alive ! **Angered** by this **wicked deed,** the Senapathi now **looked out for** a way of **revenging himself** on the king. Knowing that Kasyapa was displeased with his father, because his low birth prevented him from becoming king after him, the Senapathi **urged** him to **rebel** against the king. Kasyapa readily agreed. He **captured** his father with the Senapathi's **support,** and is said to have stood him up against a wall and buried him alive by **plastering** him over with clay ! He tried to **seize** his brother, Moggallana, too and **do away with** him because he feared that some day Moggallana would **make a bid for** the throne. But Moggallana was too quick for him. He **escaped** to India.

Kasyapa now placed himself on the throne and ruled at Anuradhapura. His subjects, however, were displeased with him over the **foul murder** of his father, and he lived **in constant fear** of a **rebellion.** He also feared that his brother, with an army from India, would **invade** Ceylon **at any moment** So he moved his capital to Sigiriya where, on the top of the Rock, he built himself a large and beautiful palace. He built a **wonderful staircase** leading to it through the mouth of a huge lion **carved** out of stone. He named the Rock "Sinha-giri" or "Sigiri", which means "Lion Rock." Round this he built a **moat** to **protect himself** against enemies. On a side of the royal palace he had a large pond made. Several **watch-towers,** built on the **summit** of the Rock, **overlooked** the surrounding country.

Kasyapa reigned from this Rock fortress for eighteen years until Moggallana came with a powerful army to **wage war** on him. **Instead of** waiting for him in his fortress he came down the Rock and bravely rode forth to meet his brother. **On the way** he **came across** a muddy place and he turned his elephant back to go along another way. His men, however, thought that he was turning aside to **avoid** a battle, and so they **fled,** leaving him all alone. Feeling ashamed to fall into the hands of his brother, Kasyapa killed himself by cutting his throat with his own sword.

Sinha-giri

COMPREHENSION

1. What is the most interesting thing at Sigiriya ?
2. Why is it so interesting ?
3. Is it easy to climb the Rock ? Why ?
4. Why had Kasyapa no claim to the throne ?
5. Who was to become king after Dhatusena ? Why ?
6. Who married Dhatusena's daughter ?
7. What did the king hear about his daughter ? What did he do ?
8. Who wanted to take revenge on the king ? Why ?
9. Why did Kasyapa rebel against his father ? How did he kill him ?
10. Why did Moggallana flee to India ?
11. After Kasyapa became king was he happy ? Why ?
12. To which place did he move his capital ?
13. Why did he build his palace on the Rock ?
14. Why was this Rock called " Sinha-giri " ?

15. Why was the moat built round the Rock ?
16. From where did Moggallana bring a powerful army ?
17. Why didn't Kasyapa wait for Moggallana on the Rock ?
18. Why did Kasyapa's men run away leaving him all alone ?
19. Why did Kasyapa kill himself ? How did he do so ?
20. Explain:—ancient ; ruins ; fortress ; heir ; flew into a violent rage ; rebellion ; invade ; summit ; watch-tower ; wage war.

PRONUNCIATION

Diphthong Sounds

1. **found round mouth** loud pound scout owl crown frown
2. **here fear year** clear beard deer cheer ear dear beer
3. **there where heir** air fair wear bear hare bare fare
4. **avoid** boil coin noise spoil point hoist
5. **sword** lord more tore door four your
6. **cruel** poor sure

Accent Study

perháps	agó	agréed	himsélf	instéad	víllage	róyal
abóut	alíve	suppórt	inváde	acróss	évery	cáptured
Ceylón	becáuse	agaínst	protéct	avóid	áncient	móment
aróund	rebél (v)	escáped	untíl	alóne	fórtress	pálace

LANGUAGE STUDY

Pronouns

Read the following sentences:—

Kasyapa had no claim to Kasyapa's father's throne as Kasyapa's mother was not a royal queen. Kasyapa's mother was a woman of low birth. So Kasyapa killed Kasyapa's father. Kasyapa tried to capture Kasyapa's brother too, but Kasyapa's brother ran away to India.

You will notice that these sentences are not pleasant to read as we repeat ' Kasyapa ' too often in the passage. The words ' brother ' and ' mother ' too are repeated. Let us recast these sentences in a better way:—

Kasyapa had no claim to his father's throne as his mother was not a royal queen. She was a woman of low birth. So Kasyapa killed his father. He tried to capture his brother too, but the latter ran away to India.

You will see that in this passage all the repeated words have been omitted and in their place little words like **he, she, his** have been put. You know that the repeated words in the first passage are all **nouns.** The words **he, she, his** in the second passage take the place of these **nouns.** Such words are called **Pronouns.** (' Pro ' in Latin means ' for '.) You are already familiar with **Pronouns** for you use them in everyday speech. Here are some of them:—

1. **I me my mine — we us our ours**
2. **you your yours**
3. **he she it his her its him hers—they them their theirs**

Pick out all the Pronouns in the Story.

In the following sentences you will learn that some words can be used both as **Pronouns** and as **Adjectives**:—

Pronoun	**Adjective**
This is my book.	**This** book is mine.
These are not yours.	**These** books are not yours.
Many have said so.	**Many** people have said so.
I gave **each** a rupee.	I gave **each** boy a rupee.

Make similar sentences using the following words as Pronouns and as Adjectives:—

that those some few all one five much another

Exercise 1

Point out the Pronouns in the following sentences:—1. The king left his palace. 2. Nobody knows where he went. 3. Why have you kept back our money. 4. Sita brought a book for me, but she gave it to her sister. 5. He killed himself with his own sword

6. We did not meet any of them today. 7. Everyone must do his duty to God and country. 8. Our neighbours are jealous of us as we are better off than they. 9. Many were teased by his jokes and jests. 10. These are ours and not theirs.

Exercise 2

Insert suitable Pronouns in the blank spaces:— 1. Let — walk quietly. 2. Only a — have brought the money. 3. I have bought tickets for — and —. 4. Does — know that — has done this? 5. — is a pity that — do not study well. 6. Of the beggars — are blind and — are deaf. 7. Let — divide this money between — and —. 8. — told — friend that — would not come. 9. Sigiriya is well known for — Rock. 10. We enjoyed — that day.

Revision

1. Read the Story in the Lesson and pick out:—
   (*a*) the **nouns** and group them according to their kind ;
   (*b*) the **adjectives** and say what nouns they describe ;
   (*c*) the **verbs** and give their negative forms ;
   (*d*) the **adverbs** and say what words they modify.
2. What are the abstract nouns formed from:—small, high, great, see, big, merry, violent, rebel, displease, able, invade, brave.
3. Use these words in sentences both as **adjectives** and **adverbs**:—daily, round, much, close, loud, only, early, hard.
4. Form **adjectives** from:—fame, day, king, fear, rock, power, shame, brother, danger, friend, child, play.
5. Form **adverbs** from:—constant, violent, steady, wonderful, pretty, good, full, ready, brave, fast.
6. Write the **past tense** forms of these verbs:—have, is, means, ride, lose, leave, carry, drive, throw, sing, hang.
7. Write the **present tense** forms of these verbs:—heard, found, flew, buried, thought, fled, built, made, put, did, stole.
8. Make short questions with the shortened forms of:—does not ; did not ; do not ; is not ; was not ; has not ; have not.

9. Write the sentences:—

This boy drinks milk.
This boy is drinking his milk.

in the (*a*) **negative form** (*c*) **past tense**
(*b*) **question form** (*d*) **future tense**

10. Write the sentences:

That girl sang well.
That girl had sung before this.

in these forms: (*a*) **negative** (*d*) **present tense negative**
(*b*) **question** (*e*) **present tense question**
(*c*) **negative question** (*f*) **pres. neg. question**

COMPOSITION

Exercise 1

Rewrite these sentences inserting the correct words in the blank spaces:—

1. The gun went — all of a sudden. Appuhamy is a friend — mine. **(of, off)**
2. I work in the top — of that building. I know this —. **(storey, story)**
3. Prince Charles is the — to the British throne. We breathe in — **(air, heir)**
4. We killed a — but it was not — murder ! **(fowl, foul)**
5. I booked a sleeping — for the journey. She gave — to a child. **(berth, birth)**
6. The soldiers — their horses on a straight —. **(road, rode)**
7. With all your efforts nothing came —. I am — in class. **(forth, fourth)**
8. She went — car to Colombo to — a radio set. **(buy, by)**
9. Where do you — ? When do you — for Kandy ? **(leave, live)**
10. There is a — in the wall. Have you finished the — story ? **(whole, hole)**
11. The — servant — a cake for the birthday. **(made, maid)**
12. Queen Elizabeth — in England. It — here in May. **(reigns, rains)**
13. — down the words that are —. **(right, write)**
14. You should dress your — well. He tried to shoot a —. **(hare, hair)**
15. The wind — fast. She wears a — skirt every day. **(blue, blew)**

Exercise 2

Complete these sentences:—

1. Long ago Sigiriya was —
2. King Dhatusena built —
3. Kasyapa was born —
4. Kasyapa had no right —
5. He killed his own father —
6. At Sigiriya he built —
7. He made Sigiriya —
8. He ruled —
9. After eighteen years Moggallana —
10. Kasyapa went to meet —
11. Andaré's wife was not —
12. She spoke very loud —
13. Siri Sanga-bo disliked —
14. Sanga-Tissa was jealous —
15. Siri Sanga-bo disguised —
16. The beggar did not —
17. The beggar took Siri Sanga-bo's head —
18. Wild elephants live —
19. Their tusks are —
20. The elephant does not —

Exercise 3

Rewrite these passages putting in **capitals, full-stops, apostrophes** etc.:—

(*a*) moggallana was the son of king dhatusena his mother was a woman of royal blood his brothers name was kasyapa kasyapas mother was not of royal blood moggallana fled to india when his brother tried to capture him

(*b*) buddhist pilgrims go to attanagalla to worship on poya days there is a well known temple there siri sanga-bos head is said to have been offered to a beggar on this spot have you visited this temple

(*c*) on a certain day last december i was walking along the sea shore at negombo with my two sisters seela and swarna when i met a stranger he asked me do you know me before i could reply he ran away as fast as he could

(*d*) my sister sumana has a pretty little cat at home she is very fond of it she feeds it every day with milk and meat she often plays with it in the garden she has named it pussy its age is about twelve months

Exercise 4

Choose the phrases in (B) to complete the sentences commenced in (A):—

(A)	(B)
1. A **violent** storm	from the **summit** of the hill.
2. We could see the country around	wrecked the ship.
3. There are many **ancient ruins**	from sun and rain.
4. Christ was born	against the cruel king
5. The hill is too **steep**	at Anuradhapura
6. I was **ill-treated**	about twenty **centuries** ago.
7. You must never	to climb.
8. The people **rebelled**	by my step-mother.
9. The umbrella **protects** us	quarrelling with others.
10. You should always **avoid**	take **revenge** on others.

Exercise 5

Write six sentences describing:—

(*a*) the Sigiriya Rock if you have seen it, or any other rock you have seen or climbed.
(*b*) any big building you have seen ;
(*c*) any river or stream you have seen ;
(*d*) any tank or pond you have seen.

Exercise 6

Two words are given at the end of each of the following sentences. Choose the correct word to fill in each blank:—

1. Some of our **ancient** customs do not suit — conditions. **(modern, past)**
2. The **wicked** king was not — to his people. **(brave, kind)**
3. She **agreed** to help me but you — to do so. **(refused, replied)**
4. From **top** to — the rock is very steep. **(summit, bottom)**
5. I was **pleased,** and not — with your work. **(glad, displeased)**
6. I am **proud** and not — of your success. **(ashamed, unhappy)**
7. The **powerful** general defeated the — king. **(week, weak)**
8. **Muddy** land is better than — land for paddy. **(dry, high)**

Exercise 7

Make short sentences with the following phrases:—

nearly every day	**about ten centuries ago**	**in constant fear**
nearly every week	about a decade ago	in constant trouble
nearly all his money	about a year ago	in constant fights
nearly all his friends	about a fortnight ago	in constant anxiety

as well as	**on the other hand**	**instead of**	**come across**
at any moment	**quite pleased with**	**on the way**	**all alone**

HINTS TO THE TEACHER

Pronunciation :

Good pronunciation depends on correct accentuation of words. All words of two or more syllables have an accent each, and the pupils must be gradually trained to speak with accent. In this Lesson only words of two syllables are given for study. Drill the children on these words either individually or in groups.

No. 5 (sword) *has the two vowel sounds* **No. 3 (drop) + No. 5 (a** *book*) *in Lesson* 3. *The vowel sound in* **all** *is often substituted for this diphthong scund.*

The Apostrophe :

Warn children not to use the apostrophe in possesstve pronouns such as **yours, ours, theirs, hers, its.**

LESSON V

THE SLEEPING BEAUTY

Once upon a time there lived in a far off country a king and a queen to whom a beautiful little princess was born. The king was so happy that he held a great **feast** in her honour. He **invited** lords and ladies, **knights** and **sages,** and even some fairies to this **banquet.** One fairy, however, who was not invited, felt very hurt, and so, on the day of the feast, she entered the banquet hall.

" When this princess is fifteen years old, she shall prick her finger with a **spindle** and then she shall fall dead ! " she said, and **vanished,** leaving the king and the queen **saddened** by her magic words.

But a good, kind fairy stepped forward just then. " The princess shall not die," she said. " When she pricks her finger with a spindle, she shall fall asleep for a hundred years ! "

This **consoled** the king somewhat but he was not quite happy. So he asked the wise men how to break the magic spell.

" Burn all the spindles in the land, " advised the sages. " She will then not prick her finger with a spindle. " This answer made the king happy again and he ordered his men to burn all the spindles in the land.

Years went by, and the little princess grew up to be very sweet, very kind, and very beautiful. On her fifteenth birthday, however, her father and mother were away from home and so she played about the house **at her own sweet will.** She went up even to the top storey where she had been **forbidden** to go. There in a small room she saw an old woman, **all by herself.**

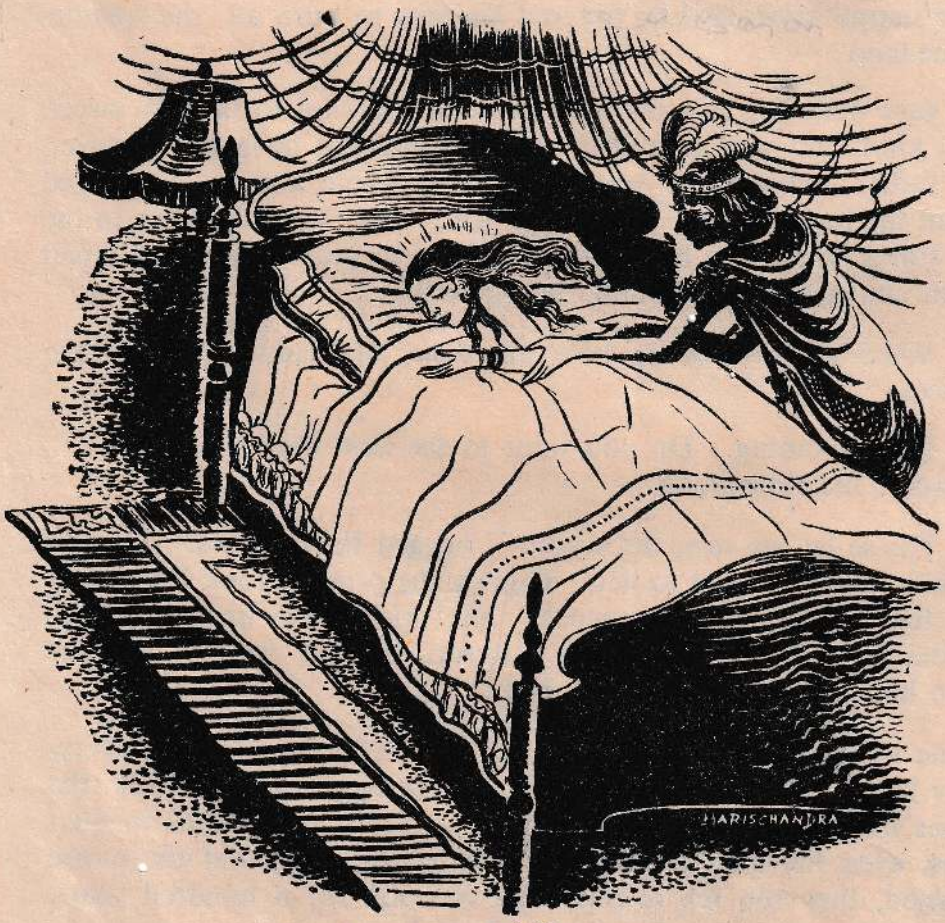
" What are you doing here **all alone,** old lady ? " asked the princess.

" I am spinning. Do you want to see how the wheel turns ? " answered the old woman.

" Please let me turn the wheel, " begged the princess. The old woman readily gave it to her. **Eagerly** the princess took it in hand, and the **dreaded** thing happened. She pricked her finger, and fell on the ground as if dead. **In a terror,** the old woman at once lifted her lifeless body on to a bed.

The hundred years' sleep had begun. With the princess, everybody in the palace fell asleep, the maid-servants at their work, the horses in their **stables,** the dogs in their **kennels,** the birds in their **cages,** even the flies on the wall. When the king and the queen returned, they too fell asleep. All was still for a hundred years.

Then a brave young prince dared to **break through** the thick hedge that had grown round the palace and went up to the room where the lovely princess lay sleeping. Her beautiful hair lay on the pillow like threads of gold. He was so struck with her beauty that he stood **gazing** at her with admiring eyes. He went up to her, bent down and kissed her. At once she opened her blue eyes and smiled on him. **In an instant** every living being in the palace woke up. The servants began to work ; the dogs began to **bark** ; the horses



The brave Prince and the beautiful Princess

began to **neigh** ; the birds began to **chirp**. The court was fully **astir** once again. The king was very happy to find a charming young prince by the side of his daughter. Great was the **rejoicing** in the country when the lords and ladies, sages and fairies met **soon after** to bless the happy marriage of the beautiful princess and the **handsome** young prince, who lived happily ever afterwards.

COMPREHENSION

1. Why did the king hold a feast ?
2. Whom did he not invite ?
3. Who uttered the magic words ? Why were they uttered ?
4. Why were the king and the queen saddened ?
5. What advice did the wise men offer the king ?
6. When and where did the princess see the old woman ?
7. Had she seen her before ? Why ?
8. What did she want to turn ? Why did she want to do so ?
9. How did she prick her finger ?
10. Why did she fall down as if dead when this happened ?
11. Say what happened when she fell asleep.
12. How long did she lie asleep ?
13. What had grown around the palace all this time ?
14. How did the prince reach the room where the princess lay asleep ?
15. What was he gazing at ? Why was he doing so ?
16. How did the princess awake ?
17. Say what happened when she woke up.
18. What made the king very happy ?
19. Why was there great rejoicing in the country ?
20. Explain: banquet ; spindle ; magic spell ; consoled ; at her own sweet will ; kennels ; stables ; struck with her beauty ; astir ; fairy tale.

PRONUNCIATION

Vowel Sounds

1. **one country young struck lovely** rush grudge dove won front ton blood wonder honey rough tough enough
2. **far bark charming** farm path sharp tar laugh aunt heart smart aren't card cast grasp grant shan't hearth
3. **this spin prick lift prince thick** bin brim cliff fit sick
4. **feast sleep sweet wheel** bee breed geese weep dream heap field chief cheese seek bean deal scene shield
5. **good stood** cook could would wolf
6. **soon grew through** goose hoof shoot blew blue threw prove group root pool tooth truth rude brute zoo

Accent Study

hónour	húndred	kénnels	upón	awáy	invíted	éverybody
cóuntry	dréaded	pillow	asléep	forbidden	howéver	éagerly
bánquet	térror	ínstant	consóled	retúrned	admíring	réadily
éntered	lífeless	hándsome	advised	begán	rejóicing	béautiful

LANGUAGE STUDY

Gender and Number of Nouns

You are already familiar with the Masculine and Feminine forms of Nouns. Here are some of the nouns in the passage that belong to these two forms:

Masculine Gender	*Feminine Gender*
king	queen
prince	princess
lords	ladies
father	mother

Pick out the other nouns in the Passage that belong to these two forms of gender. See the **Appendix** for further examples.

You will come across two nouns, **servants** and **birds**, which will give you some difficulty. You will not know whether to call them **masculine** or **feminine**, for they may belong to either sex. A servant may be a man or a woman, and a bird may be a male or a female. Nouns which are names of people, animals and birds that are common to both sexes are said to be in the **Common Gender**. Other examples are — *teacher, pupil, friend, enemy, relative, parent, child.*

You will also come across certain nouns in the Passage that cannot be placed under any of these three forms you have learnt, namely **spindle, house, stable, hedge**. These nouns denote things that have no life, and no sex. That is, they belong to neither (Lat. *Neuter*) sex. And so these nouns are said to belong to the **Neuter Gender**. Further examples are : *desk, bench, book, tree, hill, picture.*

In Book I you learnt the **Singular** and the **Plural** forms of nouns. A good many of you do not know the correct spelling of the plural forms. Study carefully the lists given in the **Appendix** with special attention to spelling.

Remember some nouns have the **Singular** and the **Plural** forms alike :—

A **sheep** ran this way.	Some **sheep** are grazing on the field.
I shot a **deer** yesterday.	We shot five **deer** yesterday.
I bought a **dozen** mangoes.	He bought two **dozen** apples.

Read the following series of sentences and note carefully the points of special interest indicated against them :—

(*a*)	I have a new pair of **scissors**. I washed my pair of **trousers**. Where is his pair of **spectacles** ? He is suffering from **mumps**.	**Nouns always used in the plural form**
(*b*)	This **news** has made him sad. **Mathematics** is not a difficult subject. The first **innings** was played yesterday.	**Plural forms used in the Singular**
(*c*)	The **people** have gone. All my **poultry** were stolen. All his **cattle** are in the field.	**Singular forms used in the Plural**

(*d*)	the **king's** army.....	the **kings'** armies	**Singular and Plural possessive forms of Nouns**
	the **lord's** gift.....	the **lords'** gifts	
	the **lady's** gift.....	the **ladies'** gifts	
	the **fairy's** song.....	the **fairies'** songs	
	the **prince's** horse.....	the **princes'** horses	
	the **queen's** mare.....	the **queens'** mares	
	this **man's** bull.....	these **men's** bulls	
	this **child's** doll.....	these **children's** dolls	
	the **maid-servant's** work..	the **maid-servants'** work	
	the **step-son's** house.....	the **step-sons'** houses	
	the **mother-in-law's** cow..	the **mothers-in-law's** cows	
	the **sister-in-law's** ring....	the **sisters-in-law's** ring	

Exercise 1

(*a*) Rewrite these sentences changing Masculine nouns into Feminine nouns:—

1. His uncle brought him a present. 2. My brother has a beautiful dog. 3. The king invited princes and lords to the feast. 4. We saw a lion and several horses at the circus. 5. He is a bachelor. 6. He is my uncle's nephew. 7. The duke met a giant. 8. This actor is a Negro.

(*b*) Rewrite these sentences changing the nouns into the Masculine form:—

1. Who has stolen her cow? 2. She gave me a duck and a hen. 3. This nun is the daughter of a countess. 4. Her grandmother had a wicked daughter-in-law. 5. This girl has no sisters. 6. The old lady got her milk from the milk-maid.

(*c*) Give the Gender of:—

fool, sir, singer, poet, scout, husband, mountain, heir, captain, tree, cat, drone, lawyer, palace, fish, stag, duck.

Exercise 2

Write the following sentences in the Plural:—

1. The thief ran away.
2. The mouse lives in a hole.
3. His wife is sick.
4. The little child eats bread.
5. Whose goose is that ?
6. He leads a happy life.
7. This man hit that woman.
8. Where is your chief ?
9. That buffalo is running.
10. This cow has a calf.
11. I always do my duty.
12. Who is your brother-in-law ?
13. The fly settles on the wall.
14. He killed himself.
15. The roof of the house is built.
16. She ate my mango.
17. Where is the princess ?
18. She has a wicked mother-in-law.
19. Cut the loaf of bread with a knife.
20. My tooth is loose.

Exercise 3

Express the following in a shorter form showing ownership:—

Example : cat that belongs to Tony. ..... Tony's cat

house that belongs to him ; book that belongs to John ; bulls that belong to these men ; mare owned by the princess ; colour of it ; estate owned by my father-in-law ; umbrellas owned by the ladies ; tail of the monkey ; money that belongs to them ; tusks of the elephants ; crown that belongs to the king

Revision

(*a*) Pick out the Nouns, Adjectives and Adverbs in the first and the last sentence of the Passage.

(*b*) Write the Abstract nouns formed from:—invite, enter, console, happy, sad, advise.

(*c*) Give the Past tense forms of :—die, sleep, break, spin, forbid, find, neigh.

(*d*) Give the Present tense forms of:—replied, lay, struck, stood, bent, woke, began.

(*e*) Complete the following questions:—

1. Why did the king and the queen..... ?
2. What did the bad fairy..... ?
3. When did the princess..... ?
4. Where did the old woman..... ?
5. How did the young prince..... ?
6. Whom did the beautiful princess..... ?

COMPOSITION

Exercise 1

Fill in the blanks with correct words:—

1. The brave—walked through the forest in the dark—. (**night, knight**)
2. The fairy's—fell off as the—went by. (**ears, years**)
3. Who asked you to place—on your—? (**ice, eyes**)
4. I—have—white pups. Do you wish—see them ? (**to, too, two**)
5. The strong wind—the clouds across the—sky. (**blue, blew**)
6. The angry—jumped upon my—body. (**bare, bear**)
7. Teachers often—us. We must take their—. (**advise, advice**)
8. Do not—the—rods that are lying there. (**steal, steel**)
9. Don't walk in the—. The train is—now. (**due, dew**)
10. I—him a bottle of—. (**sent, scent**)

Exercise 2

" The little princess grew up to be very **sweet.**"
Sugar is very **sweet.**

The word " sweet " in these two sentences has different meanings. Make similar sentences to show that each of the following words can have different meanings :—

still	top	ring	fly	spell	light
bark	bear	fair	ball	court	tear

Exercise 3

" The dogs began to **bark** ; the horses began to **neigh.**"

Pair off these words so as to make sense:—

elephants	..... howl	goats	..... croak
lions	..... mew	jackals	..... hum
birds	..... bleat	pigs	..... roar
cocks	..... trumpet	parrots	..... grunt
bears	..... bellow	bees	..... talk
frogs	..... quack	donkeys	..... crow
ducks	..... cackle	hens	..... chirp
bulls	..... bray	cats	..... growl

Exercise 4

" Her beautiful hair **lay** on the pillow like threads of gold."

(*a*) Fill in the blanks with **lie, lay,** or **laid** :—1. The princess—asleep for a hundred years. 2. The hen—an egg yesterday. 3. If you are tired, —down for a while. 4. —the mat on the floor. 5. We—on our beds for a long time. 6. Do not—down till I come back.

(*b*) Fill in the blanks with **lying, lain, laying,** or **laid** :—1. Who is—on the couch ? 2. These are all—hens. 3. This has—here for a long time. 4. He has—it on the ground. 5. We are—the table for ten visitors. 6. What is—across the road ? 7. Who—the foundation stone of your school ?

Exercise 5

" The **horses** in their **stables,** the **dogs** in their **kennels".**

Name the persons or animals that you will connect with the following words:—

school	hospital	heaven	palace	hole
nest	convent	castle	hell	hive
barracks	zoo	prison	college	work-shop
ant-hill	sty	monastery	pen	house

Exercise 6

" On her **fifteenth** birth-day her father and mother were away."

fifteenth comes from the word **fifteen.** Fill in the blanks with the correct word connected with the word given in brackets:—

1. I am the — child in the family. **(six)**
2. February is the — month of the year. **(two)**
3. Nalini is the — girl in the class. **(twenty three)**
4. Will you please see me on the — of this month ? **(nine)**
5. He died on his — birth-day. **(fifty)**
6. The — man in the team is Naidu. **(twelve)**
7. This is the — leopard I have shot. **(thirty four)**
8. In his — year he looks very healthy and happy. **(hundred)**

Exercise 7

Fill in the blanks with words opposite in meaning to those given in **black** :—

1. The **beautiful** princess had an—dwarf. 2. A good fairy **entered** the hall when the wicked fairy—it. 3. An angel—before me as soon as the spirit **vanished**. 4. Honey is **sweet,** but quinine is—. 5. My father-in-law is **kind** to me but my mother-in-law is very—. 6. The princess was not **asleep** ; she was—. 7. During that time everything was **still** but after that it was—. 8. She did not **smile** on him ; she — on him. 9. I **often** see him but he — visits me. 10. **Never** be late ; —be in time.

Exercise 8

Insert **Apostrophes** in the following sentences where necessary:—

1. The kings feast was a grand one. 2. The maid-servants work was not finished. 3. These books are ours and those are theirs. 4. These are ladies hand-bags. 5. The donkeys tail is longer than the monkeys. 6. The lion began to lick its paw. 7. Which is better, the farmers plough or the soldiers sword ? 8. The princesses robes were rich and beautiful. 9. My brother-in-laws estate was sold. 10. Milk is the best food for babies.

Exercise 9

Complete the following sentences:—

1. Far, far away there lived—. 2. I was so happy that—. 3. He was so angry that—. 4. She invited many—. 5. I was hurt because —. 6. We were all sad when—. 7. We tried to console—. 8. At his own sweet will he began—. 9. He looked as if he—. 10. At once we—. 11. The thieves broke through—. 12. We gazed upon—. 13. In an instant all the people—. 14. Soon after, we arrived—. 15. She was very happy to—.

Exercise 10

Imagine that you were the princess in the story. Write a short account of what you did and what happened to you on your fifteenth birth-day. Begin your story this way:

It was my fifteenth birthday. I was very happy. My father and mother.....

HINTS TO THE TEACHER

Language Games:

1. *Gender: ("Letter posting")*

Prepare post boxes with the names of the Genders labelled on them, one box for each gender. Write 20 nouns of mixed gender on the board and ask the children to write on separate slips of paper the nouns of the different gender groups. Each child then writes his name on each slip and posts it in the correct box. Within a certain time limit all must post their 'letters'. The winner is the one who scores the highest number of correct answers.

2. *Number (A Speed Test)*

Divide the class into groups of 4, each in charge of a leader. Write 15 or 20 singular nouns on the board. Let each group write on one piece of paper the plural forms as quickly as they can. The first group to bring the correct solutions wins. In the next round write plural nouns on the board and let children give the singular forms.

LESSON VI

CEYLON TEA

Ceylon Tea is famous the world over. It is the most important of our **cash crops**, the other two being Rubber and Coconut. Tea **cultivation** was started by Europeans towards the latter part of the nineteenth century when the coffee plantations were **ruined** by the coffee **pest**. Ever since these planters **changed over** to Tea, it has grown in **importance**. Today it is our greatest **industry** and **makes up** sixty **per cent** of our **exports**, bringing to the country, in 1953, an income of Rs. 825,090,178. A dangerous pest appeared on a number of Tea estates in 1946 and caused great **anxiety** among the planters, but they were able to bring it under **control**.

Most of our Tea is grown at a height of over two thousand feet and the best Ceylon Tea comes from the slopes of our central hills round about Nuwara Eliya, where the cold nights and the strong winds make for the slow growth of the tea bush and the **excellent flavour** of the leaf. Tea is also cultivated in the Low-country, but such tea has not the same flavour as " high grown " Tea. A cup of tea with good flavour is a **delightful** drink, but in most of our homes we have not this pleasure for many reasons, and this is indeed a **pity** !

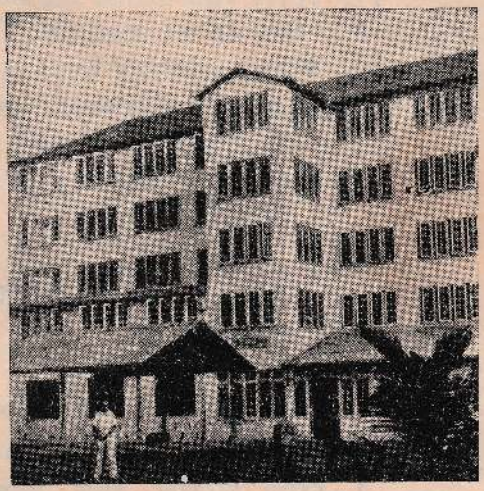
Have you ever been to an Up-country Tea estate ? If not, you should visit one, and learn something of the industry that brings the greatest income to your country. In long, unending **rows,** spaced at **regular intervals,** you will see the Tea bushes like a huge army of fat green **dwarfs.** They are kept at a **convenient** height of about three feet by regular **pruning** which also enables **tender shoots** to appear. Every morning at six o'clock **labourers** attend the "**muster**" and go out in the cold mist to pluck the tea leaves. They pluck only two tender leaves and a bud from each shoot and put them into large baskets which they carry **slung** behind their backs. A Conductor or a " Kangany " **supervises** their work. When the plucking is over, they take the green leaves to the **factory,** a huge **storeyed building,** where the Tea Maker and his staff turn this green Tea into the black Tea which we use. A hundred pounds of green Tea leaves give us 20 to 25 pounds of **manufactured** Tea.

Let us see how Tea is made. The green leaves are first spread **evenly** on long **racks** or "**lofts**" and left to dry. This slight drying is called "**withering**". Next they are " rolled " by a special machine. The leaves now change colour and give out their **familiar** smell. They are then left in a room to **ferment.** This makes them change colour further and gives them their flavour. They have to pass through one more **process** before they are ready for **export,** and that is " firing ". The leaves pass through hot air machines which

take away all thei **moisture.** They now turn fully black. They are then **sifted** into different **grades** according to the size of the leaf. The finest g; de is called F.B.O.P. (Flowery Broken Orange Pekoe). The finished Tea is finally packed in **chests** and sent to Colombo for **shipment.** Ceylon's chief **customer** is the United Kingdom.

(Photo by *R. S. R. Çandappa*)

A Tea Plucker



A Tea Factory

COMPREHENSION

1. What are the three chief cash crops of Ceylon ? What is a ' cash crop ' ?
2. Who started cultivating Tea in Ceylon ? When did they do so ?
3. What is a pest ?
4. From what product does Ceylon derive her largest income ?
5. Where does the best Ceylon Tea grow ?
6. What do you understand by ' flavour ' ?
7. What is ' high-grown ' Tea ?
8. There is something we should feel sorry about. What is that ?
9. Can you give one reason for this ?

10. Why are tea bushes kept to a height of about three feet ?
11. Why are they regularly pruned ?
12. What leaves do the labourers pluck ?
13. Why do labourers carry large baskets ?
14. What does the conductor do ?
15. What do you understand by ' withering ' ?
16. When do tea leaves get their flavour ?
17. Have you tasted the best grade of Ceylon Tea ?
18. How do we send our Tea to other countries ?
19. Which country buys most of our Tea ?
20. Explain :—changed over ; per cent ; caused great anxiety ; at regular intervals ; manufactured ; spread evenly ; slung ; export ; chests ; customer ; " a huge army of fat green dwarfs "

PRONUNCIATION

Vowel Sounds

1. **when pest best kept spread smell** many leather feather
2. **that fat rack pack cash** match patch slap clap
3. **crop strong long clock** copy shone sorrow proper spot
4. **all called dwarf morning according your** lord torn worn
5. **o'clock over other latter income** alive aside agrée
6. **world learn turn further first** hurt curd purse earn

ACCENT STUDY

céntral	appéar	cóconut	régular	fáctory	impórtant
ténder	diséase	cultivate	éxcellent	fínishing	convénient
further	contról	céntury	ínterval	díffèrent	conductor
flávour	delíght	dángerous	lábourer	fínally	famíliar
móisture	enjóy	índustry	évenly	customer	accórding

LANGUAGE STUDY

Prepositions and Conjunctions

You were introduced to **Prepositions** and **Conjunctions** in Book I. You should now study the use of Prepositions in fair detail because a good many of your errors in English arise from a wrong use of Prepositions. You already know that a preposition shows the **relationship** between two other words in a sentence. Can you point out the prepositions in the following sentences and the words whose **relationship** they show ?

Tea grows in Ceylon.
We export Tea to foreign countries.
Around Nuwara Eliya there are many Tea estates.

Read the three sentences above without the prepositions and you will see that they make no clear sense. Remember, we use prepositions in almost every sentence we speak or write. You should try to avoid the errors pointed out in the following sentences:—

1. **Wrong Prepositions**:

The king invited them **for** the feast.	**(to)**
Sanga-tissa was jealous **to** Siri Sanga-bo.	**(of)**
I am not afraid **to** you.	**(of)**

2. **Unnecessary Preposition**:

I told **to** him this story.	(omit **to**)
Give **for** me that book.	(omit **for**)
Why did you scold **to** me ?	(omit **to**)

3. **Omission of Preposition**:

Put your coat.	(put **on**)
We arrived Kandy.	(arrived **at**)
What are you looking ?	(looking **at**)

Certain words can be used both as Prepositions and as Adverbs according to the work they do.

Preposition	*Adverb*
We ran *down* the hill.	We all ran *down*.
He is *in* the room.	Come *in*.
He jumped *off* the car.	My tooth came *off*.

In Book I you learnt that **Conjunctions** are words that join sentences or words together. In the sentence

"*King Dhatusena had two sons, Kasyapa and Moggallana, but Kasyapa was not born of the queen*" you will see that **and** joins the two words, *Kasyapa* and *Moggallana* and **but** joins the two sentences:

1. *King Dhatusena had two sons, Kasyapa and Moggallana.*
2. *Kasyapa was not born of the queen.*

Here are a few more **conjunctions**:

He ran to school **because** he was late.
Send him to hospital **if** he is sick.
He **or** his brother must go with me.
John **and** his friend came to see me **while** I was away.

Exercise 1

Fill in the blanks with correct Prepositions :—

1. Take — your hat. 2. I am suffering — a cold. 3. Why is he smiling — me ? 4. He is sitting — a chair. 5. We went to Colombo — car. 6. I met him — home. 7. He was born — Dickwella. 8. I am fond — sweets. 9. I saw him — six o'clock. 10. There was a fight — the two friends. 11. His brother lives — Colombo. 12. The man died — fever. 13. This bowl is made — brass. 14. Can you come — lunch today ? 15. My sister is dull — hearing. 16. I prefer rice — bread. 17 I agree — you. 18. We prevented him — going there. 19. This book is different — that. 20. You are not fit — promotion. 21. This man is related — me. 22. Do not boast — yourself. 23. Ceylon is famous — Tea. 24. Why do you want to deprive him — his money ? 25. You should not go about — night.

Exercise 2

Supply **in** or **on** where necessary:—

1. I shall see you — Tuesday. 2. We went there — last Tuesday. 3 He was born — the year 1874. 4. He died — the previous day. 5. — last year there was no rain. 6. She went home — her birthday. 7. The sun is hot — summer. 8 — the following day we returned. 9. I shall see you — next month. 10. — that year Nehru came here. 11 We go to school — the morning. 12. I wrote to you — the 4th of last month. 13. She will come — next Friday. 14. — this day he was not at home. 15. Our test is — December. 16. — that day I was away. 17 — our Independence Day we sing the National Anthem. 18. She died — her fifteenth year. 19. He eats ten eggs — a day. 20 Were you here — that occasion ?

Exercise 3

Omit the unnecessary prepositions in the following sentences, *if you come across any* :—

1. He asked from me where I was going. 2. They told to us all about it. 3. She said to me that her mother was ill. 4. They returned to home yesterday. 5. I went to my house immediately. 6. He met with an accident. 7. We reached to the station in time. 8. He will come in this evening. 9. What did your father give for you ? 10. He does not help to me. 11. They arrived at the place in the evening. 12. He described about the journey. 13. You must bear up your sorrow. 14. He replied to my letter. 15. We discussed about this matter. 16. I come to school by walking.

Exercise 4

Correct the prepositions in these sentences:—

1. I was knocking to the door. 2. He visited me in midnight 3. I met him in the Town Hall. 4. I cut the tree by an axe. 5. We took him there with force. 6 The tiger was shot by a gun. 7. He applied to a job. 8. The car went in full speed. 9. Andaré jumped to the well. 10. Why don't you get in the bus ? 11. The king rode in the elephant. 12. Let us go for the pictures. 13. The man fell in the road. 14. I went near the teacher to give my marks. 15. The cart is drawn with bulls. 16. I shall be here till an hour only.

Exercise 5

Complete the following sentences, using prepositions *where necessary* :—

1. I attend —.
2. Please inform —
3. We listened —.
4. She also joined —.
5. You must obey —.
6. I ordered —.
7. He was angry —
8. We entered —.
9. I hit —.
10. We shall look —.
11. I spoke —.
12. We approached —.
13. I am tired —.
14. He was beating —.
15. I was working —.
16. He was beaten —.
17. Come —.
18. I am sorry —.
19. He is weak —.
20. I dressed —.
21. We started —.
22. I have not seen him —.
23. The police inquired —.
24. He accompanied —.

Exercise 6

Say whether the words in italics are **Prepositions** or **Adverbs** :—

1. The book is *on* the table. 2. They all ran *after* the farmer's calf. 3. When did you come *down* ? 4. We turned him *over*. 5. Put it *in* your purse. 6. He moved *on*. 7. He came *down* the tree. 8. We arrived soon *after*. 9. It jumped *over* the fence. 10. Have you seen this *before* ? 11. I went *in* as he spoke. 12. She stood *before* me.

Exercise 7

Pick out all the Conjunctions in the Passage you read and point out the sentences or the words that they join.

COMPOSITION

Exercise 1

Complete the following sentences :—

1. The best Tea in the world —. 2. It grows on the —. 3. The Tea bush is about —. 4. Every morning labourers —. 5. They carry large —. 6. They put the green —. 7. They take these leaves —. 8. There the Tea Maker turns them —. 9. The Tea leaves get their flavour —. 10. The manufactured tea is —. 11. The United Kingdom buys 12. Ceylon's highest income —.

Exercise 2

Re-write these sentences filling in the blanks with suitable prepositions:—

1. Once — a time a little girl was playing a game — her sister — the bank — a river.
2. — his way he was seen — a man hidden — a rock.
3. While going — the forest he came — an old man — whom he shared his meal.
4. Kasyapa reigned — eighteen years until Moggallana came — Ceylon — an army to wage war — him.
5. We were so struck — the beauty — the scene that we gazed — it — a long time.

Exercise 3

Fill in the blanks with the correct words:—

1. He came by a — train. We planted tea in the — part of the last century. **(later, latter)**
2. — did you go ? Why don't you — your new pair of trousers ? **(wear, where)**
3. I have never — to India. Where is the dust — ? **(been, bin)**
4. She is an old —. She — a cake for me. **(made, maid)**
5. He gave us no — help. We travelled — than you. **(farther, further)**

Exercise 4

Some words have more than one meaning, for example:

We pluck only two leaves from a **shoot.**
He tried to **shoot** the bird.

Supply the missing words in:—

1. This is a very **fat** —. There is lot of **fat** in this —.
2. It was a **long** —. We **long** to see our —.
3. The — was **cold.** I am — from a **cold**

4. The **green** — are very beautiful. Children — on the **green**.
5. He **left** — this morning. His **left** — is wounded.
6. We — the tea in a **chest.** He hit me — the **chest.**

Exercise 5

" **Every morning at six o'clock** labourers attend the muster."

Make short sentences with the following phrases:—

every evening	once a month	at ten o'clock	at noon
every week	twice a week	at half past six	at mid-night
every other day	once in two years	at eight forty-five	at sun-set

Exercise 6

Complete the following sentences:—

1. We **cultivate** paddy —. 2. We **export** —. 3. We **import** —. 4. Tea has an **excellent** —. 5. It is a **delight** to —. 6. The **labourers** did not —. 7. The teacher **supervises** —. 8. Spread the tea **evenly** —. 9. It is a great **pity** that you —. 10. Your face is **familiar** —.

Exercise 7

Write ten short sentences describing:—

1. a tea bush
2. a tea plucking labourer
3. a tea factory
4. how you would make a cup of tea

Exercise 8

Make short sentences with each of the following:

full of	sure of	according to	certain of	pleased with
inquired of	cut off	angry with	disgusted with	wait for
ashamed of	set off	aware of	sufficient for	worthy of
boast of	took off	agree to	necessary for	meet with
jealous of	true to	desire for	quarrel with	free from

Exercise 9

(*a*) Join each of the following pairs of sentences to make one sentence using the word **and** or **but**:—

1. We sell tea to foreign countries. We sell rubber to foreign countries.
2. Tea requires a good rainfall. Tea requires a cold climate.
3. He is a very rich man. He does not pay his servants well.
4. He did his work. He went home.
5. He is poor. He is happy.
6. The man worked hard till very late. He could not finish the work.

(*b*) Join these sentences similarly using the word **because** or **though** :—

1. The child ran away. A serpent came close to him.
2. I feel very thirsty and hungry. I am tired.
3. My brother helped me. He had not much money.
4. The teacher punished the boy. The boy was rude.
5. He is my friend. I cannot do anything to help him.
6. She eats very little. She looks healthy.

Exercise 10

Fill in the blanks with suitable conjunctions:—

1. We shall not come — it rains. 2. The crows flew away — I fired the gun. 3. The man is limping — he has a bad foot. 4. Herat — his brother has taken my book. 5. I feel sad — I think of my dead mother. 6. He went home — his father is ill. 7. He ran to the railway station — the train had left. 8. — I am weak, I shall try my best to pass the test. 9. He stole my purse — I was sleeping. 10. I shall not go there — he returns my purse.

A Letter

Re-write this letter putting capitals, full-stops, commas, etc. where necessary:—

mahagastota estate
nuwara eliya
august 15 1954

my dear nimal

i am sure this will surprise you well i came here last saturday with sita and sunil the tea maker on this estate is an uncle of mine and so we are putting up with him we shall be here another week or so

this is indeed a very interesting place nimal can you imagine we are about 5,000 feet above you all around us are hills and hills all planted with tea misty clouds cover them for the most part of the day it is very cold up here and i have not yet taken a bath we go out for long walks and we feel hungry the whole day long fortunately for us my uncle feeds us well little sita is double her size now and she has changed her colour too

we visited the factory yesterday it is a very big building the assistant tea maker showed us how tea is made oh nimal what delightful smell there was within the factory i shall not forget to bring you a pound of the best b o p when we come back so how are you spending your holidays did you go to madhu

with kind regards

yours sincerely
tony

HINTS TO THE TEACHER

Prepositions

The special attention of the class should be drawn to the common misuse of Prepositions chiefly due to speaking Sinhalese and Tamil in English words. The idiomatic use of Prepositions can be cultivated only by wide reading. So encourage children to read short, simple story books from the very start.

Tell children that prepositions are not used immediately after certain verbs such as tell, ask, order, discuss and inform.

Vocabulary :

When you teach the children words like latter, later: farther, further, care should be taken not to confuse their minds by introducing the two words at one and the same time. By doing so, you expose the children to the danger of forming the wrong "association of ideas" and subsequent misuse of the words. It is best to teach the two words in different contexts on two different occasions and later bring them together for the purpose of a test, only when you feel sure the pupils are able to use the words correctly in writing.

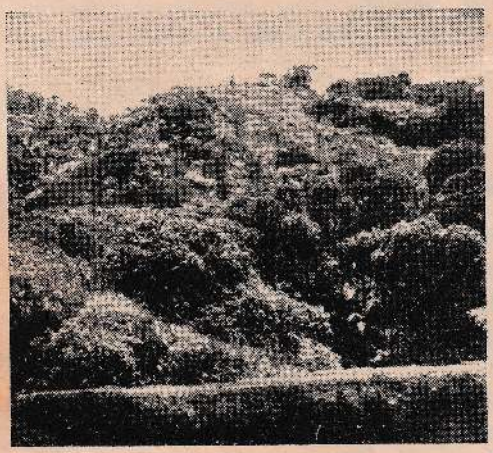
LESSON VII

HOW APPUVA BECAME KING

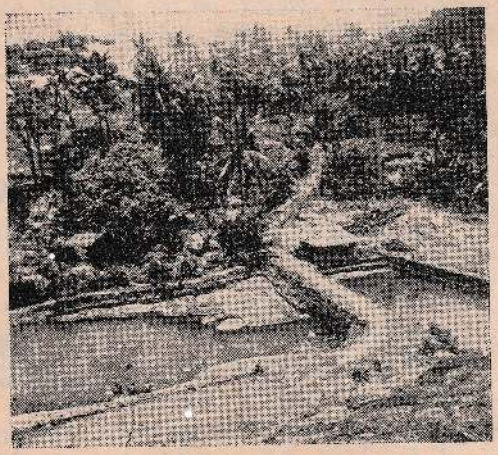
Legend has it that there once lived a king at Veeragala, a village two miles from Polgahawela. He had seven queens and an only son, a little boy of three years. **It came to pass** that the King of another part of the country waged war on the king of Veeragala, and the latter promptly set forth to meet him in battle. Before he left, he told his queens that he would send a **messenger** with news of the battle. If he won, the messenger would show a white flag ; if he lost, he would show a black one. He won the fight, and, according to his promise, he sent the messenger with the necessary **instructions.** But this man was so happy over his king's victory that he **helped himself to** a potful of toddy **on the way,** and, seeing the queens anxiously waiting for news on a steep rock—Balungala by name—he thought of **playing a practical joke** on them. He put up the black flag ! This grieved the queens so much that they thought it was better for them to die **rather than** fall into the hands of their enemy. So they all jumped down, and that was their end ! The victorious king returned from the field of battle when it was too late, and, learning of the **tragic** death of his beloved queens, he took his life in a similar manner !

One day as the little prince was all alone in the palace, a washer-woman, who happened to come there, quietly took him away. She gave him to the Gamarala of Kalundava, who **brought him up** as his own son. He named him Appuva. The little boy grew up into a lively, intelligent and **sturdy** youth. Kalu Etana, the elder daughter of the Gamarala, **treated him with scorn,** but Sirimal Etana, her younger sister, **looked upon** him as their own, and was very kind

to him. Years rolled by, and Appuva was now a strong, handsome young man. He did not know that he was the **rightful heir** to the kingdom of Veeragala which had now **fallen into** the hands of an **impostor,** Vathimi Bandara, who was ruling with the help of his Ministers.



Balungala



(*Swastika Studio*)

Royal bathing place on Balungala

The Gamarala looked upon Appuva as his own son and **entrusted** him with the cultivation of his lands. One day Appuva went to the village blacksmith to get a **mammoty** made but found him at his meals. So he collected a few pieces of iron that were lying about, and **turned out** a mammoty himself. The blacksmith **marvelled** at the **workmanship.** Later he told the Gamarala of this and advised him to make Appuva a member of the family. The Gamarala, who had already taken a great liking to Appuva, readily **fell in with** the blacksmith's **suggestion,** and gave his younger daughter, Sirimal Etana, in marriage to Appuva. They all lived happily together in the same house.

A few years later it so happened that Vathimi Bandara **fell out with** his Ministers, and the latter pushed him off Elephant Rock at Kurunegala after a certain **religious ceremony.** The kingdom was now without a king. According to **custom** the Ministers, therefore, sent out the royal elephant of the palace, placing a **decorated howdah**

on its back, **in search of** an heir to the throne. That very day, Appuva was working very hard in the fields, and, after taking the noon meal which his wife had brought, quietly rested in the shade of a tree. Sirimal Etana was close by **caressing** him to sleep. Suddenly he woke up and told her that he had a strange dream.

" There was a big **ulcer** on my left foot," said he, " and it gave me **unbearable pain.**"

" Then you are sure to become king of Ceylon," said his wife **in jest.**

The Royal elephant kneels before Appuva

Hardly had she spoken these words when they saw a big **procession** coming towards them with the royal elephant **at their head.** It came to where Appuva was lying and knelt before him. Immediately, the Ministers dressed him in **royal robes,** took him to the palace and crowned him king. He is said to have ruled as King Kalinga with Sirimal Etana as his queen.

COMPREHENSION

1. What is a legend ?
2. Who waged war on the king of Veeragala ?
3. What did the king tell his queens before he set out to fight ?
4. Why did the messenger put up the black flag ?
5. What happened then ?
6. What did the king see when he returned to Balungala ?
7. What did he do then ?
8. How did the little prince come into the house of the Gamarala of Kalundava ?
9. Why did Kalu Etana treat him with scorn ?
10. Say briefly how Sirimal Etana came to be given in marriage to Appuva.
11. Why was there no king at this time ?
12. How did the people in those times select their king when there was no direct claimant to the throne ?
13. What was Appuva's dream ? What was his wife's jest ?
14. Say how Appuva became king.
15. Explain:—promptly ; in advance ; helped himself to a potful of toddy ; a practical joke ; brought him up ; treated him with scorn ; looked upon him ; impostor ; marvelled ; fell in with ; fell out with ; caressing ; hardly had she spoken.

PRONUNCIATION

Diphthong Sounds

1. **claim came case way late away name same strange** cage cradle grapes hate lame lazy fade plate race slate nail sail laid gain aim neigh tape case
2. **joke alone notice woke robe bone** comb crow grow gold post rode roll coast float loaf toe foe soul sow sew scold snow boast tone pole gross host
3. **white die lively lying time** bright drive wipe shine tile lie fry hive knight lime sight sign wine bride tiny height dye bridle dine dive file strike shrine

Accent Study

village	advance	victory	workmanship
tragic	event	messenger	elephant
sturdy	believed	necessary	ceremony
marvelled	befóre	anxiously	suddenly
lively	caress	práctical	decorated
according	impostor	together	efficient
another	entrusted	religious	consider
instructions	already	caressing	delicious
victorious	collected	procession	determine
intelligent	suggestion	immediately	whenever

LANGUAGE STUDY

Comparison of Adjectives

You read in the story that the Gamarala had two daughters, Kalu Etana and Sirimal Etana. The latter was the **younger** one. Supposing there was a third daughter too still younger, we would call her the **youngest** daughter of the Gamarala in order to distinguish her from the other two.

You will see that when you speak of *the two daughters* only, you use the adjective *younger*, but when you speak of *the three daughters*, you use another form of the adjective *i.e.* **youngest.** It is wrong to say that Sirimal Etana was the **youngest** of the two daughters, because when we speak of *any two persons or things*—or groups of them—we must use the other form of the adjective *young i.e.* **younger.** We use the form **youngest** when we speak of *more than two.*

Similarly, let us say that Kalu Banda is a **fat** boy. Sudu Banda is " more " fat, so we say that he is **fatter** than Kalu Banda. Ran Banda is still more fat ; therefore we say that he is the **fattest** boy of the three. We have now compared the size of these three

boys by means of different forms of an adjective, namely **fat, fatter, fattest.** So we learn that adjectives change in form to show certain degrees, or steps, of comparison. These **degrees of comparison** are called :

1. **Positive Degree** : *fat young strong tall rich*
2. **Comparative Degree** : *fatter younger stronger taller richer*
3. **Superlative Degree** : *fattest youngest strongest tallest richest*

It is very important that you should know how adjectives are 'compared.' Examine, for purposes of study, the following comparisons:

Group 1

Positive	*Comparative*	*Superlative*
kind	kinder	kindest
sweet	sweeter	sweetest
small	smaller	smallest
thick	thicker	thickest
clever	cleverer	cleverest

Group 2

Positive	*Comparative*	*Superlative*
large	larger	largest
brave	braver	bravest
wise	wiser	wisest
fine	finer	finest
able	abler	ablest

Group 3

big	bigger	biggest
hot	hotter	hottest
wet	wetter	wettest
sad	sadder	saddest
thin	thinner	thinnest

Group 4

happy	happier	happiest
merry	merrier	merriest
easy	easier	easiest
heavy	heavier	heaviest
healthy	healthier	healthiest

Group 5

powerful	more powerful	most powerful
jealous	more jealous	most jealous
difficult	more difficult	most difficult
careful	more careful	most careful
pious	more pious	most pious
peaceful	more peaceful	most peaceful
honest	more honest	most honest
regular	more regular	most regular
fertile	more fertile	most fertile
learned	more learned	most learned

Group 6

good (well)	better	best
bad (ill)	worse	worst
much	more	most
many	more	most
little	less	least
	lesser	least
old	older	oldest
	elder	eldest
late	later	latest
	latter	last

Here are a few common errors that arise from wrong comparison of adjectives. You should learn how to avoid them.

1. *Of the two brothers, Richard is the tallest.* (In this sentence we speak of only two persons. Therefore we must use the comparative form: *taller*)

2. *Of the five brothers, Richard is the taller.* (Here we speak of more than two persons, and so we must use the superlative form: *tallest*)

3. *Richard is taller than any boy in the class.* (' Any boy ' in this sentence includes Richard too. He cannot be taller than himself ! So we should say *any other boy* instead of *any boy*)

4. *Richard is tallest boy in the class.* (We should use *the* before a superlative. It should therefore be *the tallest boy*).

5. *Manel is intelligent than Rani.* (Here two persons are compared, and the adjective must be in the comparative degree. It is not so in the sentence. Say *more intelligent*)

6. *My uncle is a richest man.* (What you really mean is that your uncle is *a very rich man.* If, however, you are making a comparison with others, you should say, " My uncle is *the richest man in the village.*")

7. *You are fatter than me.* (Here there are two sentences in one, namely: *You are fatter* than *I am fat.* For short we say: *You are fatter than I.* It is wrong to say: *me am fat.*)

8. *This sum is more harder than that.* (This is a double comparative. Omit *more*)

Exercise 1

(*a*) Fill in the blanks with the correct forms of comparison of the adjective given in brackets:—

1. Appuva was — than any other boy in the village. (*good*)
2. The Gamarala was the — man there on the day Appuva became king. (*happy*)

3. The horse is a useful animal, but the bull is — to us (*useful*)
4. How is the patient's condition ? Is it — ? (*bad*)
5. This is the — picture I have ever seen. (*beautiful*)
6. My father is — than my uncle. (*old*)
7. Siri Sanga-bo was — than his two friends. (*pious*)
8. Moggallana was Kasyapa's — enemy. (*dangerous*)

(*b*) Re-write each sentence omitting the wrong word or words in the brackets:—

1. Of the two cities Calcutta is the (*largest, larger*). 2. Solomon was wiser than (*any, any other*) man. 3. Mt. Everest is (*a, the*) highest mountain peak in the world. 4. Honey is (*more sweeter, sweeter*) than sugar. 5. Sardiel was a (*strongest, very strong*) man. 6. Tea is (*prosperous, more prosperous*) than Rubber. 7. What is (*longest, the longest*) river in Ceylon? 8. The elephant is bigger than (*all the, all other*) animals on land.

Exercise 2

(*a*) Fill in the blanks with the correct adjectives:—

1. My — sister is two years — than I. (*elder, older*)
2. Upasena and Gunasena ran a race ; the — fell down. — he was taken to hospital. (*later, latter*)
3. They have — paddy fields which give them — income. (*much, many*)
4. We collected — money because there were — people today. (*less, fewer*)
5. He said nothing — to me as we went — into the forest (*further, farther*)

(*b*) Correct these sentences:

1. You are richer than me.
2. Hector sings better than him.
3. We are poorer than them.
4. I have more toys than her.
5. They ran faster than us.
6. Hema is taller than me.

Revision

(*a*) Give the nouns from which these adjectives are formed: *victorious, tragic, religious, practical, climatic, glorious, central.*

(*b*) Turn into nouns: *grieve, intelligent, young, advise, happy, blind, compare, defend, laugh, explain, punish, able, broad, long.*

(*c*) From what verbs are these nouns formed: *death, life, cultivation, sale, suggestion, marriage, practice, preparation, decision.*

(*d*) Write sentences using the words, *hard, only, late, very* as adjectives and as adverbs.

(*e*) What part of speech is each word in this sentence: *One day as the little prince was all alone in the palace a washer-woman quietly took him away.*

COMPOSITION

Exercise 1

Use these phrases correctly in the sentences given below: *according to ; fall into ; brought her up ; look upon ; fell in with ; fell out with ; in search of ; turn out ; turn on ; turn up ; turn against ; look into ; look after ; put up ; put up at ; put up with.*

1. Do not — bad company. 2. Please — the water tap. 3. I — as my own daughter. 4. You must — your health. 5. I — the college boarding house. 6. He — his son and left home. 7. Shall we — the accounts now ? 8. We went — a doctor. 9. I did the work — your instructions. 10. The visitors may — at any moment. 11. We — our teachers as our parents. 12. His friend — his ideas. 13. I cannot — any pain. 14 This factory can — ten cars a day. 15. He — a large house in Colombo. 16. Later he may — you.

Exercise 2

Complete the following sentences:—1. The little child took ill and we *promptly* —. 2. The *messenger* did not —. 3. If you meet with *defeat* do not —. 4. We were *so happy* that —. 5. The *sturdy* young man carried —. 6. She was *so grieved* that —. 7. We all *marvelled* at —. 8. *On the way* our car —. 9. It is a *custom* among us to —. 10. There was *hardly* any —. 11. The mother is *caressing* —. 12. Who came *at the head of* — ?

Exercise 3

Write questions for which the following would be suitable answers:—

1. The Gamarala had no son. 2. Appuva married Sirimal Etana. 3. No, he was a hard-working lad. 4. Yes, she loved him very much. 5. The Ministers crowned him king. 6. I go to bed at nine o'clock. 7. Yes, tea is made in Ceylon. 8. He lives in a lonely hut. 9. No, he doesn't like visitors. 10. He cooks his own meals.

Exercise 4

(*a*) *defeat* is the opposite of *victory*. Write the opposites of the following words and make short sentences with them:—

pure	wet	war	lively	intelligent	proud	lend	cheap	honour
dead	joy	warm	arrive	sufficient	broad	bold	able	patient

(*b*) *promptly* and *immediately* have similar meanings. Give words that have the same meaning as:—

grief	lively	handsome	marvel	brave	error	agree	inquire	pious
seize	roam	preserve	help	cruel	vanish	feast	ruin	delight

Exercise 5

Complete the following to make sentences:—

1. The messenger put up the black flag because —. 2. The queens jumped off the rock because —. 3. The Gamarala gave his daughter in marriage to Appuva because —. 4. Sirimal Etana married Appuva because —. 5. There was no king at that time because —. 6. Appuva was resting because —. 7. He suddenly woke up because —. 8. He was made king because —.

Exercise 6

Re-arrange these sentences so as to make a connected story:—

1. So he asked a certain rich man of Ranvatte village for a pair of buffaloes.
2. He saw the rich man who had been once rude to him.
3. Then he said to her, "Who cares for that fellow? What is he going to do to me if I don't give him the buffaloes? Is he going to be a King of Lanka?"

4. One day Appuva had no buffaloes to plough his field.
5. That was the end of the rich man of Ranvatte.
6. His wife, however, told him not to refuse the poor boy.
7. A few years later, Appuva became king.
8. He turned down the request with contempt.
9. At once he ordered his men to put him on the stake.
10. One day he was passing through the village of Ranvatte.

Exercise 7

Insert commas in the following sentences where necessary:—

1. Sanga-tissa, Gothabhaya and Siri Sanga-bo were friends. 2. The brave young handsome prince claimed the hand of the princess. 3. Andaré the famous court jester was born at Dickwella a village near Matara. 4. On the other hand Kasyapa's brother Moggallana was born of the royal queen. 5. Boys stand up close your eyes and stretch your arms! 6. Come in Peter.

Letter Writing

St. Bernadette's College,
Polgahawela.
November 22, 1954.

My dear Father,

Our class teacher proposes to take us to Sigiriya this Saturday by bus. We shall be starting early in the morning after tea. On the way we expect to visit the rock temple at Dambulla too. A friend of our teacher at Sigiriya will have our lunch ready for us. We shall be back home the same evening before six. Nearly all my class-mates are going. Therefore kindly give me permission to join them on this trip. I will take good care of myself. If you agree, please send me Rs. 4/- for bus fare and other expenses. Thank you.

Give my love to Mother and Sister.

Your loving son,
Leo.

Write the following letters:—

1. To your father who has given you permission to go on the trip.
2. To your father who has refused you permission saying that it is dangerous to climb the Rock.
3. To your sister describing your visit to Sigiriya.

Sinha Giri,
Sigiriya.
January 19, 1954.

The Manager,
Messrs. F. S. Marasinghe & Co.,
Book-sellers,
Colombo.

Dear Sir,

Please be good enough to quote me the prices of the following books if you have them in stock.

Lamb's " Tales from Shakespeare "
A Book of Lively Verse—Part I
The Pocket Oxford Dictionary.

Thanking you,

I remain,
Yours faithfully,
R. B. Jayawardene.

Evening Light,
Matugama.
February 12, 1954.

Messrs. S. R. Fernandopulle & Co.,
Darley Road,
Colombo.

Dear Sirs,

I shall be thankful to you if you will kindly send me the following books per V.P. Post as early as possible.

2 copies " A School Arithmetic " by Hall & Stevens
1 dozen Exercise books—single ruled, 40 pages.

Yours faithfully,
P. D. Fernando.

Exercise 2

Write the following letters:—

1. To a firm ordering books and other school requirements.
2. To a dealer in flowers requesting him to quote for carnations, daisies, etc.

HINTS TO THE TEACHER

Comparison of Adjectives :—*There is scope in this Lesson for class action. Let three boys represent Kalu Banda, Sudu Banda and Ran Banda referred to in the lesson to convey the idea of ' fat ', fatter ', and ' fattest'. Similarly, with the help of other boys teach ' tall ', ' taller ' ' tallest ' ; ' short ', ' shorter ', ' shortest ', etc. Place books or other objects on three desks to illustrate ' many '. 'more ', ' most ' ; ' few ', ' fewer ,' ' fewest ', etc., and question class.*

Language Game:—*Prepare a pack of* 48 *cards for the degrees of comparison of* 16 *different adjectives. Shuffle the pack well and ' deal '* 6 *cards each to* 8 *' players '. A child now ' plays' a card indicating the positive degree of an adjective (e.g. strong). If he doesn't have such a card, the next child gets the chance to play. Then two others play '' stronger '' and '' strongest ''. If both these cards are in one player's hand he puts down both at once. The player first to dispose of his* 6 *cards is the winner, the second to do so is the second winner, and the last is the loser who will deal the pack as a penalty.*

Comparative and Superlative forms :—*When the children have gone through the examples in groups* 1 *to* 6 *in the Lesson, help them to see that the positive form changes into comparative and superlative forms in the following ways :—*

(*a*) *by adding '' -er '' and '' -est '' to one syllable words ; (e.g. kind, kinder, kindest) and to some two syllable words ; (e.g. clever, cleverer, cleverest).*

(*b*) *by adding '' more '' and '' most '' to all words of more than two syllables (e.g. difficult, more difficult, most difficult) and to some two syllable words ; (e.g. careful, more careful, most careful).*

(*c*) *in an irregular way ; (e.g. Group* 6). *This group needs special attention.*

(Draw the attention of the pupils to the spelling of the comparative and superlative forms in Groups 3 *and* 4. *You may olso draw their attention to the use of than with the comparative, and the use of the with the superlative.)*

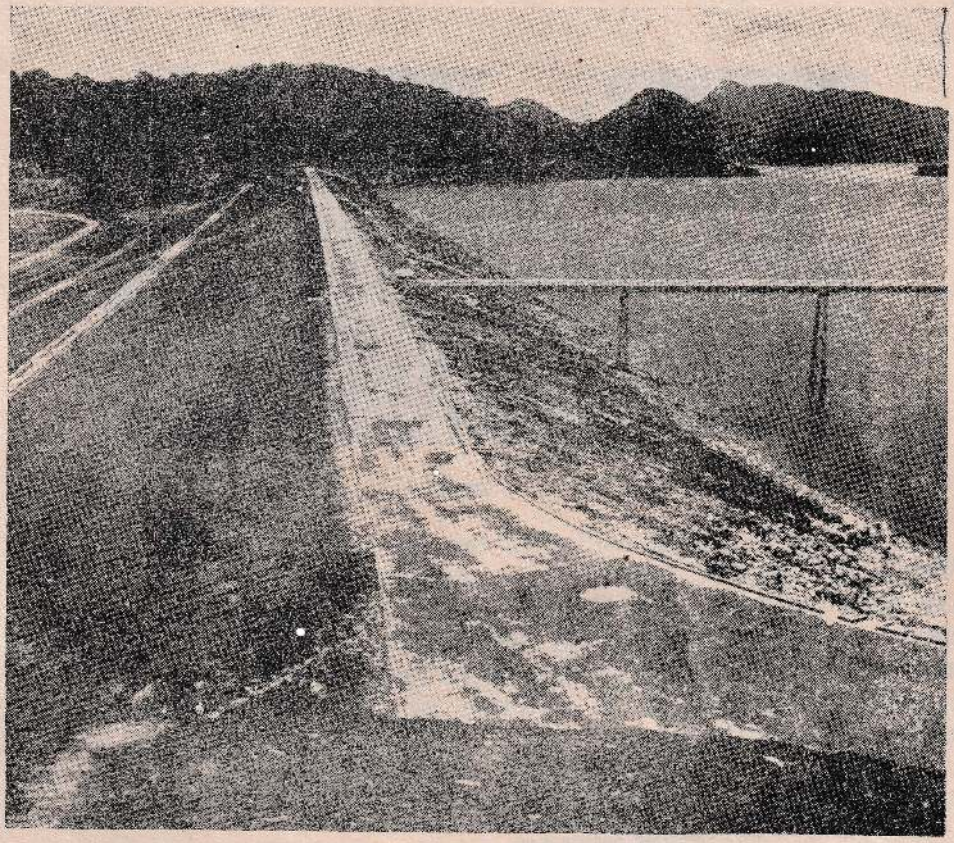
LESSON VIII

GAL OYA

Ceylon imports rice and other articles of food from foreign countries in very large quantities in order to feed her people. A good part of the country's **revenue** is spent in **obtaining** our food from outside because we do not produce sufficient food crops within the country. In olden times, we are told, the land was covered with smiling fields of paddy, and we were able to export rice to other countries. Ceylon is described as having then been the ' Granary of the East '. But there came times when our kings had to flee before invaders, leaving their kingdoms, cities and subjects, viharas and dagabas, palaces and tanks to **destruction,** when **civil strife** accounted for the lives of thousands of people and when malarial mosquitoes drove the peasants away from their tank settlements. Slowly but steadily the **jungle tide** swept over the land, and today the story is told by the Dry Zone forests of Ceylon.

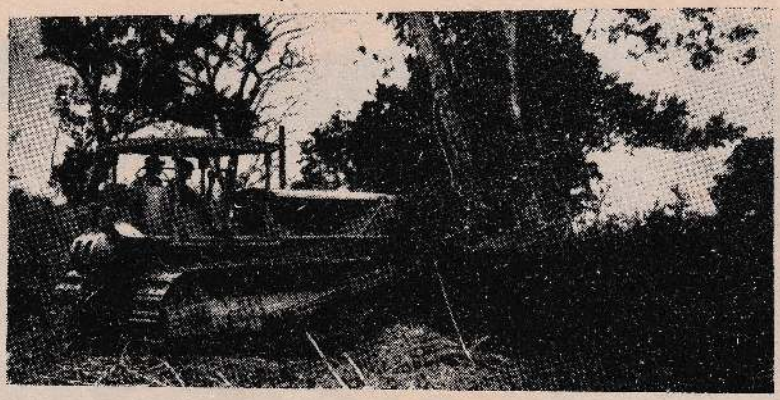
From the time we **attained** some measure of **self-government** our Ministers of State have been devising ways and means to make the country **self-sufficient** in the matter of food. Vast areas of the Dry Zone have been opened up for cultivation and peasant colonists have been settled on these lands **reclaimed** from the jungle. These peasants are provided with cottages to live in and are given **financial aid** to make a start in **developing** their lands. These **colonization schemes** were introduced by our first Prime Minister, the late Mr. D.S. Senanayake, when he was Minister of Agriculture in the old State Council. Some of the earliest of these schemes were those started at Minneriya and Polonnaruwa. Today these are prosperous and **contented** agricultural **communities.**

The biggest and best known of these colonization schemes is that of Gal Oya. Most of you have heard of this scheme and perhaps some of you have visited it. It is different from other colonization schemes. It is a **multi-purpose scheme,** that is, a scheme which benefits us in several ways. A huge **dam** has been built across the river, Gal Oya, and a vast **reservoir** has been constructed to hold back the water to be used for cultivation. This water is to be used



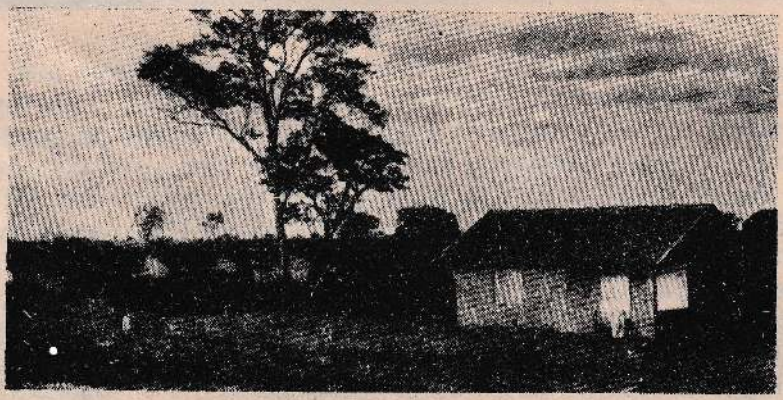
Dam across the river Gal Oya

for **irrigating** 120,000 acres of land. A power station has been constructed to **generate** electricity from the water. This **hydro-electric power** not only supplies electricity for **domestic purposes** but will also serve many **industrial** schemes. The reservoir will also be used to **breed** fresh water fish to improve the poor diet of the peasantry. The construction of the dam across the river prevents the great damage caused by the annual floods to the fields lying in the lower region of the Gal Oya valley. Besides these uses, the reservoir will provide a pipe-borne water supply to the settlers. It will also provide **facilities** for **recreation** such as boating, swimming and fishing.



War to the jungle !

The Gal Oya scheme will thus benefit us in a number of ways. When this gigantic scheme is completed, 200,000 peasants will have been settled at Gal Oya. Ceylon will then perhaps **cease** to depend on other countries for her supplies of food. **A household word** today, the Gal Oya scheme is the best example of our attempts to make Sri Lanka as prosperous as she was in the days of Parakramabahu the Great.



Happily settled at Gal Oya

COMPREHENSION

1. Why do we import large quantities of rice ?
2. How were we able to export rice in olden times ?
3. Why did some of our kings leave their kingdoms in olden times ?
4 Why did the peasants leave their tank settlements ?
5. Are we self-sufficient today ?
6. How is the Government trying to make us self-sufficient ?
7. How is the Gal Oya scheme different from other colonization schemes ?
8. In what ways will the Gal Oya scheme benefit us ?
9. What is a granary ?
10. What are colonization schemes ?
11. What is a dam ? a reservoir ?
12. Why are dams built across rivers ?
13. What do you understand by ' hydro-electricity ' ?
14. Explain: " prosperous and contented agricultural communities. "
15. Explain: ' Granary of the East ' ; civil strife ; accounted for ; tank settlements ; jungle tide ; self-sufficient ; financial aid ; multi-purpose scheme ; irrigate ; domestic purposes ; diet ; recreation ; a household word.

PRONUNCIATION

Diphthong Sounds

1. **how account thousand** pound doubt bough owl clown brow
2. **hear** rear spear fierce pierce jeer sheer mere serious
3. **there** dare glare stare spare stair rare pair pear ere
4. **toil** voice rejoice choice join oil joy loin boil soil
5. **more** story floor door roar boar board
6. **poor** tour moor

Accent Study

fóreign	impórts (v)	perháps	supply	gránary
péasant	obtáin	acróss	prevént	stéadily
méasure	becáuse	impróve	compléte	góvernment
cóttage	attáin	provide	attémpt	cólonist
dámage	recláim	besídes	todáy	prósperous

díffèrent	suffícient	conténted	reservóir
bénefits	invádèr	doméstic	agricúlture
cúltivate	destrúction	indústrial	cultivátion
írrigate	devéloping	constrúction	irrigátion
ánnual	finánciál	gigántic	recreátion

LANGUAGE STUDY

The Sentence

When we speak or write, we use groups of words to say what we want to say. Here are a few such groups of words:—

Ceylon imports rice from other countries.
My father has gone to Gal Oya.
In ancient times we exported rice to other countries.

In each of the above groups of words something is said or stated about something (or someone). The first one says something about ' Ceylon ', that it ' imports rice. . . . '. And so the others. Such a *statement* is called a *Sentence* in grammar.

Here are some other groups of words:

In ancient times
In very large quantities
Covered with smiling fields of paddy

Now these express an idea but do not say or state something about something (or someone). Such groups of words which have a meaning and which express an idea but do not make a statement or say something about something (or someone) are called **Phrases.** Sentences are made up of *words* and *phrases*.

When you examine a **sentence** and a **phrase** you notice that the **sentence** has a **verb** which helps to make the *statement* or say something. Without a verb you can never make a sentence. In a phrase, however, there is no such verb. Point out the verbs in the three sentences given above.

There are also sentences, which are not *statements*, that say something about something, for example:

(*a*) *Questions* that ask something about something ; *e.g.* *Have you visited Gal Oya* ? Here something is asked about ' you '.

(*b*) *Commands* that tell someone to do something ; *e.g.* *Clean the board.* ' You ' is understood We don't say it. ' You ' is told to clean the board.

(*c*) *Requests* that ask someone politely to do something ; *e.g.* *Please help this poor boy.* ' You ' is again understood.

So a **sentence** can be:

1. A **statement** : I love my school.
2. A **question** : How far is London from here ?
3. A **command** : Bring me that book !
4. A **request** : Please lend me your pen.

You learnt earlier that it is the verb in the sentence that helps to make a sentence, and that without a verb there can be no sentence. It is **the** word for forming a sentence. (In Latin *verbum* means ' word '). Most of your mistakes in English are due to the wrong use of verbs. It is therefore necessary for you to pay the utmost attention to their study. In the first place, you should be able to recognise the verb of a sentence correctly. Sometimes you confuse it with other words that only appear to be verbs, as in the following sentences:—

He **went** to Colombo *to buy* a car.
I **have got** back the *lost* money.
Seeing a thief, I **ran** after him.
Where **did** you **hide** the *stolen* purse ?

In these sentences the words in black are **verbs**, and those in italics are not. *To buy* in the first sentence is a form of the verb ' buy ' and is called the *infinitive*—meaning that it is not definite, and cannot be used to make a sentence. The italicised words in the other sentences are called *participles*. To distinguish infinitives and participles from the main verbs we shall call the latter **finite verbs.** When you make a sentence, see that it always has a finite verb in it ; else, it is not a sentence.

A sentence that has only one finite verb is called a **simple sentence.** In Book One you learnt to divide some simple sentences into their **Name Parts** and their **Saying Parts ;** *e.g.*

The blind *beggar* — *is walking* up the lane.
The *people* of Ceylon — *belong* to many communities.
The *wound* on my leg — *has* not yet *healed*.

In the first sentence something is said about **' beggar '.** This name (or noun) is singular and so the verb connected with it **' is walking '** is singular. **' People '** in the second sentence is plural and it carries a plural verb **' belong '.** You should never use a singular verb in agreement with a plural noun or a plural verb in agreement with a singular noun in a sentence.

Exercise 1

(*a*) Which of the following groups of words are **sentences** and which are **phrases ?**

1. We ran to the gate. 2. Having done my work. 3. Looking through the window. 4. Stop this noise ! 5. He is ill. 6. With the help of all his friends and relations. 7. To help a friend in need 8. Where is my book ? 9. Sit ! 10. Taking a few sticks lying on the ground. 11. Slowly and sadly we marched along. 12. Why is she crying ? 13. Never be dishonest ! 14. Round and round the rock we ran. 15. After resting a while on my bed of straw. 16. I wish to see you. 17. Up on the hill. 18. To err is human.

(*b*) Point out the finite verbs, infinitives and participles in the above sentences and phrases.

Exercise 2

(*a*) Divide the following sentences into their **Name Parts** and **Saying Parts**:

1. Ceylon imports rice from other countries. 2. We have now cultivated vast areas with paddy. 3. Long, long ago there lived a king by the name of Parakramabahu the Great. 4. He built many tanks. 5. The people of the Dry Zone are very poor. 6. This is indeed a pity! 7. Why are you crying? 8. Do not get wet. 9. The price of motor cars has gone up. 10. Do you want to play the match today? 11. Please give me that picture. 12. Away they ran.

(*b*) Underline the finite verb in each sentence and draw a circle round the noun with which it agrees.

Revision

(*a*) Name the part of speech of every word in this sentence: The blind, old beggar was walking slowly and sadly along the lonely path.

(*b*) Give the comparative and superlative forms of these adjectives: full, early, thin, mighty, wild, comfortable, terrible, little, proud, wet.

(*c*) Supply the missing prepositions in: sufficient — us; a supply — food; depend — him; jumped — the train; ran — the road; afraid — ghosts; laugh — him; fond — tea; returned — Monday; tired — work; arrived—the station.

(*d*) Turn these sentences into their *negative question* form: 1. He comes to school every day. 2. We ran to catch the train. 3. Your friend has an old donkey. 4. She will help us. 5. He has built his house.

COMPOSITION

Exercise 1

(*a*) **import** is the opposite of **export.** Write the opposite of each of the following:—

vast, prosperous, satisfy, familiar, smooth, dwarf, agree, take, collect, polite, efficient, common, guilty, dull, clean, noise.

(*b*) **vast** and **large** are almost similar in meaning. Write one or two words similar in meaning to each of the following:—

procure, destroy, broad, hard, famous, faithful, kind, wonder, brave, bright, buy, strong, cunning, blank, ancient, feeble.

Exercise 2

Place the words in brackets in their correct position in these sentences:—

(strong, powerful)	It was a — army of — men.
(beautiful, handsome)	The — prince married the — princess.
(true, loyal)	You should be — to your school, and — to your friends.
(blank, empty)	His purse is —. He gave me a — cheque.
(sad, sorry)	We are — over his death. I am — to disappoint you.
(fall, drop)	If you — that pen it will — on the ground.
(small, little)	We have a — garden for the — children to play in.
(stay, stop)	Will you — here while I — the bus ?
(big, large)	— animals live in — forests.
(scene, sight)	We visited the — of the accident. It was a sad —.

Exercise 3

(*a*) **Granary** is a place where grain is stored. What is a **barn ?** a **treasury ?** a **reservoir ?** a **cellar ?** an **armoury ?**

(*b*) What do you call the place where:—

wild animals are kept for show ?	prisoners are kept ?
soldiers are stationed ?	liquor is sold ?
motor cars are kept ?	priests are trained ?
dead people are buried ?	people gather for worship ?
sick people are treated ?	plays are staged ?

(*c*) What are the usual contents of:—a **goblet ?** a **safe ?** a **wardrobe ?** a **vase ?** an **envelope ?** a **till ?** a **satchel ?** a **cask ?**

Exercise 4

Fill in the blanks with the correct words:—

1. England is an — country. I am an — boy. **(industrious, industrial)**
2. The — met yesterday. He gave me good —. **(counsel, council)**
3. New York is a — city. Truman was a — President. **(popular, populous)**
4. Be — to your elders. He is a — man. **(respectable, respectful)**
5. She sat — me. — her, there are ten children. **(beside, besides)**
6. Drinking will — your health. It has a bad —. **(effect, affect)**
7. Don't delay a —. This is a — to prevent war. **(movement, moment)**
8. I — you will pass. I — a letter from him. **(expect, hope)**

Exercise 5

Make a short sentence with each of these phrases:—depend on ; different from ; spend on ; account for ; provide with ; meet with ; rely on ; aware of ; short of ; worthy of ; beware of ; urge upon ; trust in ; similar to.

Exercise 6

Insert capitals and full-stops in the following story:—

one day a greedy dog stole a piece of meat from a boutique it was crossing a stream when it saw its reflection in the water immediately it thought that it was another dog carrying a piece of meat it snatched at what it saw in doing so it lost what it had already.

Exercise 7

Here are a few short stories from each of which some words have been left out. These words are given in italics at the end of the story. Re-write each story filling in the blanks with the words given.

1. The Tortoise and the Hare

One day a tortoise and a hare were — as to which of them could run faster. To — their dispute they agreed to run a —. Immediately both of them — and the hare ran much — than the tortoise. After running halfway he — down to sleep as the tortoise was far —. Thinking that the tortoise could be — near about the winning post the hare slept — and soundly. — the tortoise slowly but — plodded its way, went past the sleeping hare and — the winning post. Suddenly — up, the hare was — to find the tortoise had — the race.

Slow and steady wins the race

started	*arguing*	*behind*	*surprised*	*long*
race	*waking*	*meanwhile*	*swifter*	*won*
settle	*overtaken*	*steadily*	*reached*	*lay*

2. A Foolish Lion

A lion one day had — a hare and was about to — it. Just then he saw a deer — by, and so he left the — to pursue the deer. Being a swift-footed animal, the — ran much faster — the lion deep into the — forest. After a long — the lion found that he could not get at his — . Tired and — he returned in the hope of making a — of the tiny hare he had caught earlier. But what was his disappointment when he found that the hare too had cheated him of his — ?

A bird in the hand is worth two in the bush

chase	*deer*	*meal*	*than*	*thick*	*disappointed*
hare	*caught*	*prey*	*pass*	*dinner*	*devour*

3. The Lion and the Rat

A rat — to run — the body of a sleeping lion one day. Waking up, the lion caught the — rat in its mighty — and was about to crush it to —. Thereupon the rat — to be spared promising to repay his — if he released it. The lion laughed and let it go. Shortly — the lion was caught in a — set up by some hunters. He tried hard to — himself but couldn't. The rat happened to — that way and it heard the lion's —. At once it went up to him and, — the meshes of the net, — him. The lion went away full of — to the little rat for its good turn.

One good turn deserves another

pass	*kindness*	*groans*	*happened*	*gnawing*
over	*afterwards*	*begged*	*released*	*tiny*
net	*death*	*free*	*gratitude*	*paw*

4. The Vain Frog

A frog saw a fat ox — in a meadow. It — jealous of the huge — of the ox and it swelled out its body till all the — disappeared ! — to its admirers, it asked them if it was — than the ox. Receiving the reply, " No ", the frog — out more hoping to be bigger than the —. But its — still said that the ox was bigger. At last it became very — and made every — to blow itself out but in doing so it — itself and died !

Pride goeth before a fall

cross	*felt*	*effort*	*turning*	*size*	*burst*
fatter	*ox*	*friends*	*swelled*	*grazing*	*wrinkles*

LESSON IX

In this lesson we have a story in a Poem. You have already read poems in your First Book. The story in a poem is written in *verse*. The other stories you have been reading are written in *prose*.

Now you must learn to read and understand a poem and then to enjoy reading it aloud. It has a rhythm in it like the rhythm in poems in your own language.

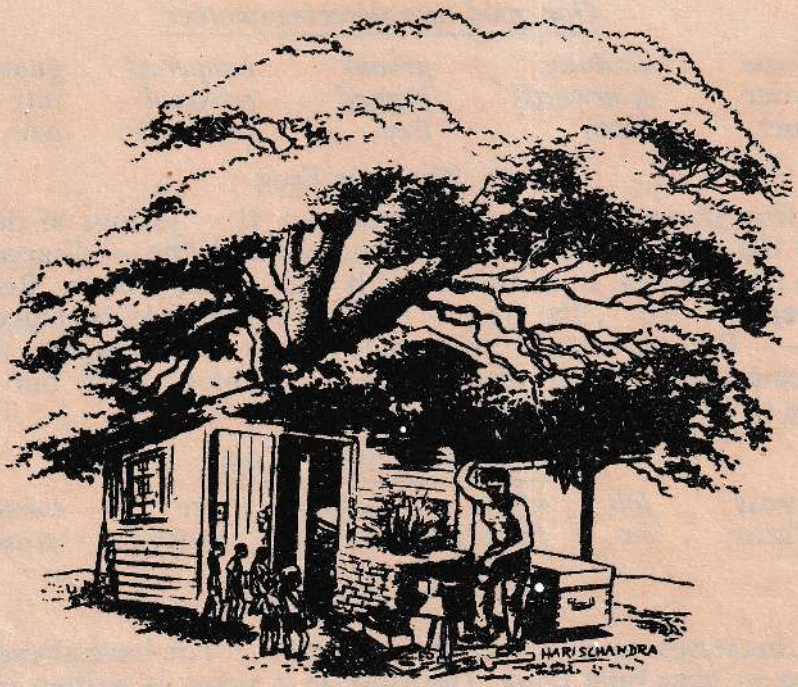
THE VILLAGE BLACKSMITH

Under a spreading chestnut-tree
  The village smithy stands ;
The smith, a mighty man is he,
  With large and sinewy hands ;
And the muscles of his brawny arms
  Are strong as iron bands.

His hair is crisp, and black, and long,
  His face is like the tan ;
His brow is wet with honest sweat,
  He earns whate'er he can,
And looks the whole world in the face,
  For he owes not any man.

Week in, week out, from morn till night,
  You can hear his bellows blow ;
You can hear him swing his heavy sledge
  With measured beat and slow,
Like a sexton ringing the village bell,
  When the evening sun is low.

And children coming home from school
  Look in at the open door ;
They love to see the flaming forge,
  And hear the bellows roar,
And catch the burning sparks, that fly
  Like chaff from a threshing-floor,



The Blacksmith at work

He goes on Sunday to the church,
And sits among his boys ;
He hears the parson pray and preach,
He hears his daughter's voice
Singing in the village choir,
And it makes his heart rejoice.

It sounds to him like her mother's voice
Singing in Paradise !
He needs must think of her once more,
How in the grave she lies ;
And with his hard, rough hand he wipes
A tear out of his eyes.

Toiling—rejoicing—sorrowing,
Onward through life he goes ;
Each morning sees some task begun,
Each evening sees it close ;
Something attempted, something done,
Has earned a night's repose.

Thanks, thanks to thee, my worthy friend
For the lesson thou hast taught !
Thus at the flaming forge of life
Our fortunes must be wrought ;
Thus on its sounding anvil shaped
Each burning deed and thought !

H. W. Longfellow

COMPREHENSION

1. What is a smithy ?
2. Where is the smithy in the poem situated ?
3. Why is the smith called a ' mighty man ' ?
4. Why are his hands ' hard and rough ' ?
5. What is said about his hair and face ?
6. ' His brow is wet with honest sweat.' What does this line say about him ?
7. Does he earn a large income ?
8. Is he satisfied with what he earns ?
9. He ' looks the whole world in the face.' What does this line say about him ?
10. Why is he able to look the whole world in the face ?
11. What are bellows ?
12. What does the smith do with his heavy sledge ?
13. What does he do every day from morning till night ?
14. What is the work of a sexton ?
15. Why do school-children ' look in at the open door ' ?
16. What is done at the forge ? What is chaff ?
17. From where do the sparks fly ?
18. What lines tell you that the smith is a pious man ?
19. Who is a parson ? What does the village choir do ?
20. What makes ' his heart rejoice ' ?
21. What reminds him of his wife ? Is she living ? Which words tell you about her ?
22. Why does he wipe a tear out of his eyes ?
23. Point out the stanza that speaks of his toiling ; his rejoicing ; his sorrowing.
24. What does he do each morning ?
25. ' Each evening sees its close.' Explain this line.
26. What has earned him ' a night's repose ' ?
27. Why does the poet thank the smith ?
28. Do you like this smith's way of life ? Say why.

PRONUNCIATION

Consonant Sounds

1. **"f" sound :** fly fry fifth flee flock phrase photograph rough cough tough
(Do not substitute the "**p**" sound for this sound.)

2. **"w" sound :** wide wife wake wink wise wolf worm whistle whether wine
(Do not substitute the "**v**" or the "ஃ" sound for this sound. The lips should be well rounded as if to whistle before you pronounce this sound. **w** is silent in *wrist*, *wrap*, *wreck*, *sword*, and in present participles ending in *-wing* such as *showing*, *throwing*, *sowing*.)

3. **"s" sound :** sister strong sound sparks school voice race this toes ta*p*s ste*p*s cro*p*s ra*t*s sho*t*s ro*c*ks cli*ff*s cu*ff*s sa*c*ks so*c*ks
(1. **s** after the breathed sounds *p*, *t*, *k*, *f*, has the sound of **s** (also a breathed sound). 2. **s** is silent in *island*, *isle*, *viscount*. 3. The initial **s** in words should not be pronounced *is* ; e.g. *istrong*, *ispark*.)

4. **"z" sound :** zoo breeze is was these those please wise whose deserve rise desire busy music news noise reason pleasant visit present tu*b*s ro*d*s rugs see*m*s pe*n*s ri*ng*s poo*l*s lives
[**s** after the voiced sounds *b*, *d*, *g*, *m*, *n*, *ng*, *l*, *v* sounds has the sound of **z** (also a voiced sound)]

5. **"th" sound** (voiced) : there those with within without bathe baths
(There is no corresponding sound in Tamil for this sound)

6. **"th" sound** (breathed) : think wealthy healthy lengthy path bath method
(This sound is often mistaken for "ஸ, ஷ" sound. To pronounce this sound bring the tongue lightly below the upper teeth and release breath between the tongue and the teeth.)

LANGUAGE STUDY

The Sentence—(*Contd.*)

You have learnt that the most important word to form a sentence is its finite **verb**. This verb agrees with some name (or noun) in the Name Part of the sentence in *Number* and *Person*. Examine this sentence: *The blacksmith swings his sledge-hammer*. Here the verb **swings** agrees with **blacksmith**, a singular noun in the third person. *The blacksmith swings* is, however, not a sentence, as it does not state in full something about the blacksmith, and so we say **what** he swings, namely *his sledge-hammer*, to complete the sense. You see that the words **blacksmith, swings,** and **sledge-hammer** are necessary to make this sentence. You can give this sentence a richer meaning by adding a few qualifying words and phrases to it; *e.g. The village blacksmith steadily swings his heavy sledge-hammer in the smithy from morning till night.* This is a long sentence made up of several words and phrases that add to the meaning of its three important words, **blacksmith, swings,** and **sledge-hammer.** Point out the words that qualify each of these words.

You know that the Name Part of this sentence is: *The village blacksmith* and the Saying Part is: *steadily swings his heavy sledge-hammer in the smithy from morning till night.* In grammar there is one word for each of these two parts of a sentence, namely **Subject** and **Predicate.** The Subject contains a noun or noun-equivalent —about which something is said—and sometimes a few qualifying words or phrases (or both). Let us call this noun or noun-equivalent the **Subject-word.** In the sentence examined the subject-word is **the blacksmith,** and the qualifying word is **village.** The **Predicate** contains a finite verb **swings,** which, as you know, says what the subject-word does. Earlier you noted that this verb requires another word, namely **sledge-hammer,** to complete the meaning. This word is called the **Object** of the verb because it is the object of the action in the verb. You now see that in the Predicate of this sentence the finite verb **swings** takes an object **sledge-hammer.** *His heavy* adds to the meaning of **sledge-hammer.** In other words, it ' enlarges ' the meaning of the object, just as *village* ' enlarges ' the meaning

of the subject-word. Let us call these qualifying words **Enlargement** of the subject-word and of the object. All other words and phrases in the sentence add to the meaning of the verb **swings.** Such words and phrases go under the general name **Extension** of the verb, answering such questions as *when* ? *where* ? *how* ? *why* ?

It may be noted that certain verbs should always take ' objects ' if they are to make complete sense. You cannot, for instance, say: *He told* : *Can you show* ? *She enjoys* : and make yourself fully understood. You should instead say : *He told me the truth* : *Can you show me the picture* ? *She enjoys her meal.* The added words are the ' objects ' of the verbs in these sentences. Verbs that take objects to make a clear sense are called *Transitive Verbs.* Those that need not take objects are called *Intransitive Verbs* : *e.g.* Dogs *bark*. I *go* home. The sun *rises* in the east. Mel *is* an honest man. In these sentences the action does not pass from the verb to an object. In the last sentence there is no action at all.

A statement containing a **transitive verb** can be made in two different ways and yet mean the same thing, as for example :

1. Mel **shot** a bear.
2. A bear **was shot** by Mel.

In both these sentences the verb is **shot** and the action shown by the verb is shooting. The ' doer ' of the action of shooting is ' Mel ' and the object of the action is ' bear '. In the first sentence the ' doer ' of the action is the *subject* of the sentence, and in the second sentence the *object* of the action is the *subject* of the sentence. Notice carefully the difference. When the ' *doer* ' is the subject, the verb form is **shot,** but when the *object* is the subject, the verb form is **was shot.** The first form is said to be in the **Active Voice** and the second form is said to be in the **Passive Voice.**

Active Voice forms	*Passive Voice forms*
The teacher **caned** the boy.	The boy **was caned** by the teacher.
She **sang** a sweet song.	A sweet song **was sung** by her.
He **helps** the poor people.	The poor people **are helped** by him.

You were told that **intransitive verbs** take no objects. But at times you mistake words that are not objects of verbs for such objects as in : 1. He is a *a rich man*. 2. They were *brave men*. 3. She went *home by train*. 4. We arrived *at Galle in the evening*. 5. The birds fly *in the air*.

Let us examine these sentences. The italicised phrases in the first two sentences help to **complete** the predicate of the sentence and are not objects of any action. They are, therefore, called the *Complements* of the verb. The italicised words and phrases in the other three sentences are also not objects of any action but answer the questions *where*, *when* or *how* with regard to the action in the verb. They add to the meaning of the verbs and are, therefore, the extension of the verb forming part of the predicate. Notice then that in none of these sentences does the action in the verb pass to a person or thing. There can, therefore, be no object of the verb.

Let us now go back to the sentence, " *The village blacksmith..... till night* ". You have already divided this sentence into its component parts, first of all into **Subject** and **Predicate,** and then each of these into other parts. Let us show these divisions of the sentence in tabular form :

SUBJECT		PREDICATE			
SUBJECT-WORD	ENLARGE-MENT	VERB	OBJECT	ENLARGE-MENT	EXTENSION
the blacksmith	village	swings	sledge-hammer	his, heavy	steadily, in the smithy, from morning till night

Let us break up a few more sentences in a similar way :

1. The Eskimos of the polar lands make houses of snow and ice.
2. Under a spreading chestnut-tree the village smithy stands.
3. The little children ran home in the pouring rain.
4. The man with the red cap is a noted thief.
5. We do not produce sufficient food crops within the country.
6. Vast areas of the dry zone have now been cleared by Government for cultivation.
7. Did he give you the book ?
8. Distribute the clothes among them.

SUBJECT				PREDICATE		
SUBJECT-WORD	ENLARGE-MENT	VERB	COMPLE-MENT	OBJECT	ENLARGE-MENT	EXTENSION
1. the Eskimos	of the polar lands	make	—	houses	of snow and ice	—
2. the smithy	village	stands	—	—	—	under a spreading chestnut-tree
3. the children	little	ran	—	—	—	home, in the pouring rain
4. the man	with a red cap	is	a noted thief	—	—	—
5. we	—	do produce	—	crops	sufficient food	not, within the country
6. areas	vast, of the dry zone	have been cleared	—	—	—	by Government, for cultivation
7. he	—	did give	—	1. you 2. the book	—	—
8 (you)	—	distribute	—	the clothes	—	among them

You have now learnt to break up a simple sentence into its various parts. You have, in other words, learnt to **analyse** such a sentence.

Exercise 1

Say whether the verbs in the following sentences are **transitive** or **intransitive** and point out the objects of the transitive verbs :—

1. He woke up suddenly to see a stranger before him. 2. The stranger had a weapon in his hand. 3. He was all alone in the room. 4. The lamp was dimly burning on the table. 5. He did not, however, lose his presence of mind. 6. Quietly he felt for the pistol on the side of his bed. 7. He gripped it firmly in his right hand. 8. The stranger was now nearer the bed. 9. Suddenly he darted on my friend. 10. But the latter was too quick for him. 11. He fired two shots at the man. 12. The man fell dead by the side of the bed.

Exercise 2

(*a*) Sometimes **transitive** verbs are used **intransitively** in sentences.
Example : We eat rice. (*transitive*) We eat to live. (*intransitive*)

Complete these sentences using the verbs **intransitively** :—1. We see —. 2. The soldiers fought — 3. He writes —. 4. The pig eats —. 5. Birds sing —. 6. Little children speak —.

(*b*) Sometimes **intransitive** verbs are used **transitively** in sentences.
Example : Birds fly (*intransitive*) We fly kites. (*transitive*)

Complete these sentences using the verbs **transitively:** —1. He ran —. 2. I dreamt —. 3. She talks —. 4. We marched —. 5. The king lived —. 6. The wind blows —.

Exercise 3

Strike off the incorrect form of verb in each of the following sentences :—

1. The car was (*drive, driven*) by my friend. 2. The snake was (*killing, killed*) by the cat. 3. These houses were (*build, built*) by a contractor. 4. The chair has been (*breaking, broken*) by the boys. 5. Paddy was (*sold, sell*) at Rs. 10/- a bushel. 6. Tea is (*grown, grow*) in Ceylon. 7. The cart is being (*drawing, drawn*) by a bull. 8. The picture was (*hanged, hung*) on the wall. 9. The work has been (*doing, done*). 10. The money was (*lost, lose*).

Exercise 4

Change into the **Passive Voice** :—1. Cats catch mice. 2. The elephant does not eat meat. 3. Mr. Fernando taught us Arithmetic. 4. We killed the snake with a stick. 5. She fed the cat with milk. 6. We hid your books. 7. The dog has bitten a man on his leg. 8. He did not shake the bottle. 9. I have forgotten the word. 10. He is drinking a glass of water.

Exercise 5

Change into the **Active Voice** :—1. My purse was stolen by a thief. 2. He has been praised by his teachers. 3. The work was begun by the labourers only yesterday. 4. The bell is being rung by the monitor. 5. A new car has been bought by my uncle.

6. Money is being wasted by him. 7. Henry was chosen captain of the team. 8. The ship was sunk by the enemy. 9. The horse was ridden by its owner. 10. The glass was broken by the child. 11. My shirt was torn by your brother.

Exercise 6

(*a*) Divide each of these sentences into **Subject** and **Predicate** :—

1. His brow is wet with honest sweat. 2. They love to see the flaming forge. 3. He goes on Sunday to the church. 4. Each morning sees some work begun. 5. Children coming from school look in at the open door. 6. The boy at the front desk threw the stone at me. 7. The soldiers in the camp had firing practice. 7. Learning English is easier than learning Latin. 8. In the heart of the forest there lived an old hermit. 9. Tell him to come at once. 10. Round the rugged rock ran the wretched rascal.

(*b*) Analyse the following sentences in tabular form :—

1. Elizabeth II, Queen of England, visited Ceylon in 1954. 2. With the help of my friend I completed the work in time. 3. The passengers went to buy their tickets at the counter. 4. At the beginning there was none to advise us. 5. This old man has done everything possible for the welfare of his children. 6. In towns much of the land belongs to rich people. 7. Then little by little in many countries the stronger people seized large pieces of land for themselves. 8. Very often it is a great pleasure to do one's duty. 9. England expects every man to do his duty. 10. The young prince became king on the death of his father.

COMPOSITION

Exercise 1

Connect each of the words in (A) to those in (B) and then make a sentence with each pair of words :

(A)		(B)	
anvil	rider	pulpit	farmer
sickle	barber	razor	blacksmith
goad	labourer	whip	priest
crowbar	wood-cutter	axe	mahout

Exercise 2

Fill in the blanks with the correct words:—

1. Your — is fond of walking in the —. **(sun, son)**
2. Animals do not —. They only think of their —. **(pray, prey)**
3. The — sang some beautiful hymns. There are no — mills here. **(coir, choir)**
4. There were fifty men —. They worked —. **(all together, altogether)**
5. We presented him with a gold —. Don't — in others' affairs. **(meddle, medal)**
6. Our — has taught us many a good —. **(principle, principal)**
7. I do not — presents from anybody — from friends. **(accept, except)**
8. What is the — of this verb ? He has paid you a high —. **(compliment, complement)**
9. Don't — bad habits. This is not a good —. **(practise, practice)**
10. The — of the sun are powerful. Why don't you — your head ? **(raise, rays)**

Exercise 3

Join each pair of sentences to make **one** sentence:—

1. The blacksmith is a mighty man. He has large and sinewy hands.
2. He is a poor man. He is very happy.
3. He is a happy man. He is very honest and pious.
4. Children look in at his door. They love to see him at work.
5. He goes to church on Sunday. He goes there to pray.
6. I met the old lady. She did not speak to me.
7. She went to the bus-stand. She got into a bus.
8. This man has plenty of money. He does not make a show of it.
9. I did not invite her to the party. Is she angry with me ?
10. There is a stranger in your house. Do you know him ?

Exercise 4

Rewrite the following passages putting in *capitals, full-stops, commas, etc.*:—

1. the postman goes early morning to the post office he sorts out the letters and bundles them he puts the bundles of letters in a bag then he goes on his delivery rounds on a bicycle after delivering the letters he returns to the post office

2. a canadian wheat farm is very big as in many other countries now machines do the work of ploughing reaping threshing and winnowing a machine for planting grain called a drill makes many straight shallow lines in the soil puts the grain in the lines pushes soil over them and presses it down

3. little kamala was weeping on the road her dress was torn and her books were thrown about a constable walked up to her why are you crying little child he asked her picking up the books that were on the road

Exercise 5

Write replies to the following letters :—

Loretto,
Polgahawela.
Nov. 21, 1954.

My dear Frank,

Tomorrow is my birthday. My mother has invited a few of my relations to a dinner party tomorrow. I have her permission to include one or two of my best friends in the party. So I write this to invite you to join us tomorrow. I am asking Senerat also to come with Jayé, our singer and dancer. Please don't fail to come. With kind regards,

Sincerely yours,
Ossie.

Lumbini,
Matara.
Oct. 7, 1954

My dear Chandra,

I am sorry I cannot join you on your trip to Yala this week-end. I have a bad foot and I am afraid I shall have to be indoors for a few days. The doctor has asked me not to go. I am really sorry for disappointing you at the last moment.

Wishing you a very pleasant outing and safe return,

I am,
Yours sincerely,
Chitra.

St. Bernadette's College,
Polgahawela.
Jan. 15, 1954.

Dear Raja,

You will be happy to hear that I have been promoted to the J.S.C. Form. We had a stiff test especially in English and Arithmetic last month. I was wondering whether I would be able to come through.

There are 35 boys in the class. They are all a fine set. Our class master is one Mr. Silva. He teaches us well and is very kind to us. At times he cracks jokes that keep us roaring with laughter. We are determined to learn well, for we have to sit for the Government Fitness Test at the end of the year.

I hope you are keeping well. Give my kind remembrances to your friend, Dharma.

Yours sincerely,
Abey.

HINTS TO THE TEACHER

Transitive Verbs :

These verbs are at times used intransitively. But verbs like take, give, tell, ask, enjoy *always take objects after them. It is incorrect to say:* I didn't take. Will he tell ? We enjoyed thoroughly.

Subject and Object :

To find the subject-word and the object let the children first find out the finite verb of the sentence and then ask the question--

Who ? or What ? with the verb to find the subject ; and Whom ? or What ? after the verb to find the object.

Example : *The kind gentleman gave the poor boy food and clothes.*

gave *is the verb.* *Who* **gave ?**.....*the gentleman* (*subject-word*)
Gave *whom ?*.....*the boy* (*object*)
Gave *what ?*.....*food & clothes* (*object*)

Point out that certain verbs take a direct object and an indirect object. In the example shown the direct object is " food & clothes " and the indirect object is " boy ".

The place of Articles in analysis:

You will notice that in the analysis of the sentences given in this lesson, the article goes with the noun as one word in the **subject-word** *and the* **objec**: *columns unlike what you see in some grammars. You should note that the article cannot be separated from the noun in English idiom, and therefore they should always go together. The article is, in the strictest sense, not an ' enlargement ' just as an adjective or an adjective phrase is, where it adds to the meaning of the noun.*

Complement :

Tell the class that the verb ' to be ' (is, are, was, etc.) and verbs such as become, appear and seem always take complements after them as they are incomplete in meaning. (Example : He is a fat boy. The prince became king.) Warn the children not to treat them as **objects.** *They are* **complements.**

Passive Verb Form :

Point out to the class that only the **past participle** *form of a verb can be used in the passive voice; e.g. was* **eaten,** *were* **broken,** *has been* **sung.** *It is important that the children should be fully conversant with the* **principal parts of verbs.** (*See Appendix* 2).

LESSON X

A DIALOGUE AND A PLAY

KANTHI: Good morning, Santhi !

SANTHI : Good morning. Are we late for school ?

KANTHI: No, we have about 10 minutes more. Why didn't you come to school yesterday, Santhi ?

SANTHI : I had a bad cold and mother asked me to stay behind. Is there any home work for today, Kanthi ?

KANTHI: Yes, we were given a few sums on areas and also a map of Ceylon to indicate in it where tea, rubber and coconut grow.

SANTHI : Anything in English ?

KANTHI: We were asked to memorise the first four stanzas of " The Village Blacksmith ".

SANTHI : What is that poem, Kanthi ? When was it taught ?

KANTHI: That's a very beautiful poem which all of us should learn. Miss Silva taught it to us yesterday.

SANTHI : I'm glad to hear that, but I hate this memorising business, Kanthi.

KANTHI: Why should you ? It's very, very easy if you are really interested in it. Lazy girls don't care to memorise anything worth while these days, I know.

SANTHI : Yes, yes, we know that you are a big ' cram-shop ' in order to get marks and win the teacher's favour.

KANTHI: You are sadly mistaken, Santhi. I never cram. Whenever I come across anything good and beautiful, anything useful for my studies, I try my best to remember it and it sticks in my mind.

SANTHI : Well, I can find some excuse for not memorising the stanzas. The map I can do during the interval. But what about the sums ? Miss Pillai will not spare me, I know.

KANTHI: It's good she is strict with us. She is really interested in her work.

SANTHI : Well, well, that's another matter. What about these sums, Kanthi ? Will you let me have your book for me to copy them down ?

KANTHI: Oh, no ! I'll never let you do that. What's the earthly use of trying to cheat the teacher and yourself ?

SANTHI : Then what am I to do, Kanthi ?

KANTHI: Well, I'll teach you how to work those sums during the science period when both of us are free. Then you can do them yourself.

SANTHI : That's fine. I am so very thankful to you, Kanthi. After all, what is the use of copying ? We gain nothing by it.

KANTHI: I'm glad you have realised that. Will you learn that poem too ?

SANTHI : Oh, yes. Thank you.

SIRI SANGA-BO

Act I

(*A room in the palace. Ministers seated. Enter Gothabhaya, the king*)

MINISTERS : (*Bowing*) Hail, King of Lanka !

GOTHABHAYA : Peace be to you. What news do you bring, my Ministers ?

CHIEF MIN. : O King ! The whole of Mayarata has been cultivated and there are signs of prosperity everywhere.

KING : That's good ! (*Addressing another Minister*) What news do you bring ? Is there peace and quiet in the country ?

SECOND MIN. : No, Your Majesty. Our spies have just brought me some disquieting news.

KING : (*Eagerly*) What is that ? Out with it at once !

SECOND MIN. : My Lord, some people are said to be sorry that Your Majesty drove away so good and saintly a King as Siri Sanga-bo from the throne.

KING : (*Stamping in rage*) What ? Why didn't that fool fight me if he wanted to keep the throne ? Like a woman he ran away and why should these people sympathise with a such a coward ? A curse upon them !

CHIEF MIN. : What shall we do, my sovereign Lord ?

KING : Despatch the street crier immediately announcing that whosoever brings me the head of Siri Sanga-bo shall receive a reward of 1,000 gold pieces.

CHIEF MIN. : (*Bowing*) It shall be done.

Act II

(A thick forest. Siri Sanga-bo in the guise of a hermit meditates under a tree. Enter a traveller)

TRAVELLER: Reverend Sir, may I know who you are and from where you have come. (*Hermit does not speak. He remains motionless*)

Why are you silent, my lord? It is true I come from the sinful world but no living creature have I killed and no ill-will do I bear towards my fellow beings. Pray, tell me how you live all alone here.

HERMIT : The berries of the bushes feed me; the trees of the forest shelter me; the birds of the air entertain me.

TRAVELLER: (*Prostrating himself before the hermit*) Pray, accept a share of my meagre meal that I may gain some merit from thee, my lord.

HERMIT : (*Accepting the food*) Willingly do I accept it, for in your eyes I see no wile nor greed, nor ill-will.

(*Both take their meals*)

HERMIT : I bless you, my son. Few indeed love their fellow creatures as you do, my son. Many are those that kill and thirst for power and wealth. From where do you come?

TRAVELLER: I am a poor peasant from Mayarata, holy one.

HERMIT : Who reigns as King at Anuradhapura?

TRAVELLER: Gothabhaya is King at Anuradhapura—a cruel and wicked man who....(*looks around*)

HERMIT : Fear not, my son. Enemies and spies there are none here. Go on.

TRAVELLER: ....who has taken the throne by force, driving away the lawful King.

HERMIT : Who was that King?

TRAVELLER: Siri Sanga-bo, my lord, a good and saintly man, who left the kingdom without fighting or shedding a drop of blood. But now there is a lot of blood-shed, for many innocent people are being killed.

HERMIT : (*Greatly moved*) Why is that, my son ?

TRAVELLER: Because the King has proclaimed a prize of 1,000 pieces of gold to be given to any man who brings him the head of Siri Sanga-bo. And many are trying to claim this prize by taking the wrong head but by doing so they themselves are put to death. I left the city this morning, fearing that my head too would be cut off by somebody.

HERMIT : O what a world of sin and greed ! (*Remains meditating for a while*) Well, dear son, fear not to hear what I tell you now. I am Siri Sanga-bo, your exiled king. You are a sinless man. You are poor too but you have been kind to me. So, cut off my head and take it to the King.....(*Traveller in great fear moves back*) No, no, my good fellow, fear not. Do as I bid you.

TRAVELLER: O compassionate one ! How can this be ? Never will I do it.

HERMIT : Then I shall do it myself. Stay ! (*Meditates a while, draws a circle round his neck thrice, then lifting the head offers it to the traveller*).

PRONUNCIATION

Consonants

1. **" sh " sound :** shine wash cushion precious special motion patient anxious sugar assure mission machine conscious crochet
2. **" zh " sound :** pleasure measure treasure leisure usual (This sound is present in the combination of ' ழ ' & ' ஜ ')
3. **" ch " sound :** church childish stitch patch nature mature
4. **" ng " sound :** singing ringing swinging banging bringing monk trunk
   Do not substitute the ' n ' sound (' ன ', ' ண ') for the final ' ng ' of a word ; *e.g.* play*in* for play*ing*)

5. **" t " sound :** tat talk take fixe*d* mixe*d* stopped stepped
(**t** is silent in *often castle hasten bouquet depot crochet*)

6. **" y " sound :** yes yell yellow yawn yonder yolk yarn yearn year yearly
(**y** in *year* is pronounced. Say **a year**, not *an year*)

7. **" v " sound :** vast vine vote volley vivid nephew Stephen of cave
(Do not substitute " ඵ " for **v**. To pronounce **v** we lightly bite on top the lower lip with the upper row of teeth, and to pronounce " ඹ " we round the lips partially and place the upper row of teeth on the lower lip in the middle, not on top. Remember there is no **w** sound in Sinhalese and Tamil ; no **v** in Sinhalese and no " ඹ " in English and Tamil.

8. **Silent consonants :** **b** in *dumb doubt comb debt tomb combing climbing*
g in *reign neigh gnaw gnash naughty*
h in *honest honour hour heir vehicle*
k in *knife know knight knot knock kneel*
l in *calf chalk salmon palm balm folk yolk alms*
n in *hymn solemn kiln*
p in *receipt cupboard psalm corps*
r in *turn earn worm warm torn church shirt yearn*

LANGUAGE STUDY

Direct and Indirect Speech

Examine the following statements of speech:

1. Kanthi said, " You are sadly mistaken, Santhi. I never cram."
2. The Chief Minister said, "O King ! The whole of Mayarata has been cultivated and there are signs of prosperity everywhere. "

3. The traveller said to the hermit, " I am a poor peasant from Mayarata."
4. Andaré's wife said to the King, " I am not deaf at all."
5. "Then you are sure to become King of Ceylon," said Sirimal Etana to Appuva.

You will find that in these five sentences the actual words spoken by the speakers are given. These words are put within inverted commas. This form of reporting speech is called the **Direct Speech.** When you write stories and when you have to use the Direct form of speech, it is very important that you should use these inverted commas and other connected punctuation marks, which you very often ignore. It is incorrect, for instance, to write: The wolf then angrily replied your father insulted me a year ago and you must pay for it today. Put a comma after ' replied ', open inverted commas, begin with a capital and write the sentence. Then close inverted commas as shown in the above sentences. Go through carefully the stories in your Literature book and note the punctuation marks used to indicate instances of Direct Speech.

Now write against the names of fifteen of your class-mates what each of them is supposed to have said today or yesterday. Give the exact words used by them within inverted commas.

Let us now examine another set of sentences:—

1. Andaré told the Queen that he was ashamed to bring his wife to the palace as she was dull of hearing.
2. The traveller said that he was a poor peasant from Mayarata.
3. The Chief Minister said to the King that the whole of Mayarata had been cultivated and that there were signs of prosperity everywhere.
4. Kanthi replied that Santhi was sadly mistaken.
5. Before he left, the King told his Queens that he would send a messenger with news of the battle.

In these sentences the exact words of the speakers are not used, although what exactly each said is reported in each sentence. This form of reporting speech is called **Indirect** or **Reported Speech.** It is not so easy as Direct Speech, and you should learn how to avoid the many mistakes you make in using it.

Let us now turn a few sets of sentences in the Direct Speech to Indirect Speech and see how it is done:—

1. *Direct* : Kanthi said, "**I am** very sorry for **my** friend."
   Indirect : Kanthi said **that she was** very sorry for **her** friend.
2. *Direct* : Santhi said, "Sita **is** a good girl."
   Indirect : Santhi said **that** Sita **was** a good girl.
3. *Direct* : They said, "**Our** friends **are** very helpful."
   Indirect : They said **that their** friends **were** very helpful.
4. *Direct* : Henry said to me, "**I have** a beautiful pup."
   Indirect : Henry **told** me **that he had** a beautiful pup.
5. *Direct* : The teacher said to Simon, "John **has** a new bicycle."
   Indirect : The teacher **told** Simon **that** John *had* a new bicycle.
6. *Direct* : Gunapala said, "**I know** Somapala's tricks."
   Indirect : Gunapala said **that he knew** Somapala's tricks.
7. *Direct* : Gunavathie said to me, "**You are** not doing **your** work."
   Indirect : Gunavathie **told** me **that I was** not doing **my** work.
8. *Direct* : I said to her, "**You have** passed the examination."
   Indirect : I **told** her **that she had** passed the examination.

Points to note in these examples:

1. All sentences in the Direct Speech are **statements.**
2. The conjunction **that** introduces all the indirect statements.
3. The verbs in the Direct Speech statements are all in the present tense but those in the Indirect Speech are in the **past tense**. This is because the **reporting verbs (said, told)** express something that had been already said in the **past** by certain speakers.

4. The pronouns in the Direct Speech have all changed in the Indirect Speech, for example **I** in the first sentence has changed into **she.** This is because **I** here refers to Kanthi, a girl. **Our** in the third sentence changes into **their** because it refers to the pronoun **they** — third person. **You** in the seventh sentence changes into **I** because it refers to the pronoun **me** — first person. And **you** in the last sentence changes into **she** because it refers to the pronoun **her** — third person.

5. In some sentences the indirect statement is introduced by the verb **" said ",** while in others it is introduced by **" told ".** The latter is used in **sentences where the person spoken-to is mentioned.**

1. *Direct* : He said to me, " Where are you going ? "
   Indirect : He **asked** me where **I was** going.
2. *Direct* : The teacher said to us, " Have you learnt the poem by heart ? "
   Indirect : The teacher **asked** us **whether we had learnt** the poem by heart.
3. *Direct* : I said to him, " Can you do **this** work **now ? "**
   Indirect : I **inquired of him whether** he could do **that** work **then.**
4. *Direct* : Jane said, " Will you not be **here today,** brother ?"
   Indirect : Jane **inquired of her brother whether** he would not be **there that day.**

Points to note in these examples:

1. In this set, **questions** are asked in the Direct Speech.
2. The **reporting verb** in the Indirect Speech is either **asked** or **inquired,** instead of **said** and **told.**
3. The conjunction **that** is not used to introduce indirect questions.
4. Direct questions become indirect in the Reported Speech. " Where **are you going ? "** is " where **he was going "** in Reported Speech, not " where **was he going ? "**
5. " *This* " in Direct Speech becomes " *that* " in Indirect Speech.

Similarly: *now* becomes *then ; these* becomes *those ; here* becomes *there ; tomorrow* becomes *the next day* ; *today* becomes *that day ; yesterday* becomes *the day before.*

1. *Direct* : The teacher said to the boy, " Clean the black-board."
   Indirect : The teacher **ordered** the boy **to clean** the black-board.
2. *Direct* : The king said to his men, " Cut off the traitor's head ! "
   Indirect : The king **commanded** his men **to cut off** the traitor's head.
3. *Direct* : Sita said to her father, " Please take me to the pictures."
   Indirect : Sita **requested** her father **to take** her to the pictures.
4. *Direct* : He said to me, " Please give me a loan of Rs. 5/-."
   Indirect : He **requested** me **to give** him a loan of Rs. 5/-.

Points to note in these examples:

1. In this set, we have **commands** and **requests** in the Direct Speech.
2. Indirect commands are introduced by the verb **ordered** or **commanded** (**asked** can also be used.)
3. Indirect requests are introduced by the verb **requested.** (Alternatives are **begged, prayed, pleaded,** etc.)
4. In both commands and requests the verb in the Indirect Speech is followed by an infinitive ; *e.g.* **to clean ; to take.**
5. In requests the word " please " is omitted in Indirect Speech because it is implied in a request.

Exercise 1

Write three sentences beginning with:—

(*a*) He said that.....
(*b*) I told her that.....
(*c*) She replied that.....
(*d*) You asked me whether.....
(*e*) He inquired of me where.....
(*f*) I asked him why.....
(*g*) I asked him when.....
(*h*) I asked him how.....
(*i*) He ordered me to.....
(*j*) She requested me to....

Exercise 2

Change into Indirect Speech:—1. Peter said, " I am going to Kandy now." 2. Sunil said, " My father is unwell today." 3. He said to me, " You have not yet paid your money." 4. Charles said to Lucy, " I shall return tomorrow." 5. My brother said, " I can complete this work next week." 6. The class teacher said, " I am taking you to Gal Oya next Saturday." 7. Kanthi said, " It is good that our teacher is strict with us." 8. Santhi said, " I have not done my home work." 9. The boy said, " There is a mad dog attacking the people here." 10. I said to him, " We must kill this mad dog." 11. My sister said, " It is a sin to kill an animal." 12. My friend said to me, "You do not learn your lessons well." 13. Dias said, " I am going to be a sailor when I grow up." 14. I said to him, " I shall meet you tomorrow." 15. The little child said to me, " I shall always obey you." 16. The farmer said, " It will not rain next month."

Exercise 3

Report the following questions in the Indirect Speech, beginning each sentence with **He asked me**....or **He inquired of me**....

1. " Where have you been all these days ? " 2. " Did you go to see the carnival ? " 3. " Will you be going on the educational tour ? " 4. " Have you written a letter to Nimal ? " 5. " Can you do this sum ? " 6. " Why are you sad today ? " 7. " When is your father going to India ? " 8. " How are you getting on ? " 9. " How are you going to solve this problem ? " 10. " Have you any more Alsatian pups with you ? "

Exercise 4

Turn into Reported Speech:—

(*a*) 1. The teacher said to John, " Go out of the class and bring the book." 2. He said to me, " Run to the post office and post this letter." 3. She said to the cook, " Don't make a noise there." 4. I said to him, " Close the door."

(*b*) She said to me, " Will you please help me ? " 2. David said to Paul, " Please explain this passage." 3. I said to the teacher, " Excuse me, Sir." 4. We said to the King, " Please forgive our brother, O King ! " 5. " Kindly take me home," said the little child.

Exercise 5

Report the following in Direct Speech:—

1. The Queen inquired of Andaré why his wife had not paid a visit to the palace after the marriage. 2. He told her that he was ashamed to bring her there as she was dull of hearing. 3. The Queen insisted that Andare should bring his wife to the palace. 4. The hermit said that he was Siri Sanga-bo, the exiled King. 5. The traveller told him that he would never cut off his head. 6. I requested my friend to lend me that sum. 7. He replied that he could not do so just then. 8. She asked me what I was doing there at that time of the day. 9. John said that he had to go to Colombo the following day. 10. They promised to help us when the time came. 11. My father advised me not to keep company with bad friends. 12. He said that he was sick and that he could not attend the meeting. 13. The stranger asked her where she lived. 14. Nicholas said that he had been cheated by his friend. 15. I asked him why he trusted his friends. 16. He replied that it was difficult to know who a real friend was.

Revision

1. Analyse these sentences:—1. Our spies have just brought me some disquieting news. 2. Why didn't that man fight for the throne ? 3. On the eve of the examination the children of my class went on a picnic to Sigiriya.

2. Turn into the Passive Voice:—1. I could not answer a single question correctly. 2. Where did you place my hat ? 3. He does not write long letters to his friend now. 4. I hit the dog with a stick.

3. Complete the following sentences:—1. My brother is taller than..... 2. She is not so rich as..... 3. This book is better than any..... 4. The elephant is the largest of..... 5. Ceylon tea is superior.....

4. Supply the missing prepositions in:—1. Why don't you take — your hat? 2. Please put — the light. 3. Are you afraid — me? 4. Did he pull — his shoes? 5. Here is a present — you. 6. The bear was shot — me — your gun. 7. The constable ran — the thief. 8. The thief jumped — the gate. 9. You must attend — your work in time. 10. He lives — Colombo, not — Alawwa. 11. Are you fond — mangoes? 12. He is suffering — mumps. 13. As I was — a great hurry, I went — car. 14. This is different — that. 15. Can you live — air?

5. Conclude the following in *the question form*:

Example: This weather is fine, **isn't it?**
He went to Jaffna last Friday, **didn't he?**

1. You have a fine dog, —? 2. It was raining here yesterday, —? 3. Your sister won the prize, —? 4. You like mangoes, —? 5. This is your pen, —? 6. You do not know my friend,—? 7. He doesn't help the poor, —? 8. He speaks well, —? 9. This is not your book, —? 10. He has a new car, —?

6. Correct these sentences:—1. I very like to see you. 2. She went to Jaffna in last week. 3. The old man was died yesterday. 4. He told with me that you are angry. 5. He brought and gave me the pen. 6. I thought to go there immediately. 7. Go and ask from her what she is doing. 8. What was happened to your car? 9. I have written him a letter last week. 10. He said that he is going away. 11. On that day it is raining hardly. 12. Sun is high up in sky. 13. The cows give us the milk. 14. He gave me many advices. 15. Can you accompany with me? 16. I don't know nothing about this matter.

COMPOSITION

Exercise 1

Supply, in each of the following sentences, one word for those in italics. The words are given at the end.

1. You should *commit to memory* all these multiplication tables. 2. He is a *man who secretly gathers information.* 3. They determined to *drive* the King *from the throne.* 4. The King *left the throne and* went into *residence elsewhere.* 5. I am *not aware* of these facts. 6. Owing to the clouds the moon is *not seen.* 7. He is a *man who has lost his wife.* 8. There was a match and there were many *people seeing it.* 9. You must *note very carefully* the movements of this man. 10. There is a big *tract of barren land* in Africa.

(*memorise, exile, widower, desert, spy, ignorant, spectators, dethrone, invisible, observe*)

Exercise 2

Rewrite the following sentences filling the blanks with the correct words:—

1. Every — of land was cultivated during the time of —. **(peace, piece)**
2. Eating a poisoned — he has died, and we have to — him. **(bury, berry)**
3. His being a — boy is — another matter. **(quiet, quite)**
4. Let him — well with the new —. **(bowl, ball)**
5. The e is a black — on the — leaf. **(betel, beetle)**
6. There is a little — on your new — of clothes. **(suit, soot)**
7. I — him across the river in a boat; then he — on a horse. **(rode, rowed)**
8. Learn your — well, and that will — all your troubles. **(lesson, lessen)**

Exercise 3

Which word in each group does not fit in with the others?

1. large, big, long, vast, enormous, huge.
2. rich, wealthy, prosperous, plentiful.
3. strong, obstinate, powerful, vigorous.

4. small, tiny, little, wee, rapid.
5. get, obtain, acquire, earn, require.
6. whole, compete, complete, entire.
7. quick, fast, speedy, brisk, frisk.
8. peculiar, sorrowful, sad, mournful.

Exercise 4

Re-arrange the sentences in each of the following paragraphs, so that each may read as a connected whole. Start each with the first sentence:—

(*a*) Many years ago men made wheat into flour in wind-mills. There are other mills, in which either a water-wheel or an engine makes the machine do this work. At the top of a wind-mill there are four big sails made of wood. In the East women still grind wheat between two stones. The wind blows the sails round ; these turn wheels inside the mill and make a machine grind the wheat

(*b*) Many men work on a cattle farm. In some countries dogs help them. They ride on horses and drive the cattle to new grass. A bush fire spreads for many miles, burning grass, trees and houses. In Australia and America the men must watch for fires because, in the hot summer, the dry grass sometimes catches fire. Everyone fears a bush fire.

(*c*) Cattle eat grass. A cow has no top teeth. They do not eat bushes and trees like goats. This is a very hard bone. A cow uses her tongue and her lips to take a bunch of grass. Then her bottom teeth at the front press the grass against the top of her mouth.

(*d*) Men make soap with fats from animals and oils from fish or plants. Much of the fat is cut from the meat. On the big, flat grass lands of South America, the United States, and Australia there are many sheep and cattle. The best fat is melted. It is put into tins and used for frying and cooking. Each year many of these

animals are killed for food. It is called dripping. The other fat is not good for cooking. Ships carry this fat to the countries where men make soap. It is melted and put into big barrels or drums. Mutton fat is better than pig or beef fat for making soap, because it is harder.

(*e*) Sugar-cane will not grow in a hot, dry country. Sugar-cane is a good food. They cut the ripe stems in pieces and chew them. It needs rain. It grows well on lowlands near the sea. They swallow the sweet juice but not the tough fibres. It does not grow well on high hills. People in many countries grow sugar-cane in their own gardens.

(*f*) Rice grows like wheat. The grains are oval and pointed at each end. They have tough, yellow, red or brown skins called husks. Some rice grows only one foot high, other rice grows to five feet. Rice with the husk on it is called paddy. The green flowers grow on a tall stem. Paddy keeps good for several years. It is difficult to take off this husk.

Exercise 5

Put in Capitals and necessary punctuation marks in the following passages:—

(*a*) uncle david with his two little sons parakrama and vikrama met her at the station it was raining heavily at the time i am happy to see you all said aunt winnie shall we wait till the rain ceases o no i have brought you a cab said uncle david

(*b*) it was my birthday yesterday my mother baked me a beautiful cake and put twelve candles on it how old do you think i am now father gave me a new bicycle there were about ten at the party we sang and made merry till rather late

(*c*) when they got back to the forest ali baba their captain called them together and told them what had happened

do you know the punishment that awaits those who fail to do their duty

yes they all replied death is the punishment.

Exercise 6

Continue the following incomplete passages so as to make each a good paragraph:—

(*a*) My little sister met with an accident this morning. She was on her way to school with another little girl. They were walking behind a bullock cart.....

(*b*) I have a little pup at home. Its name is ' Kapiya.' It is brown in colour and is about a foot in height. It eats.....

(*c*) It was a most beautiful sight, this tank in the heart of the jungle. Lotuses, red and white, were in full bloom. Birds of different colours and sizes were.....

Exercise 7

Write short paragraphs on the following subjects:—

1. My pet. 2. How I spent the last week-end. 3. A visit to a village fair. 4. How I was chased by a bull. 5. A railway journey. 6. Why we lost the match. 7. Why I don't like rainy days. 8. A swim in the river. 9. The buffalo. 10. A picnic. 11. My class. 12. A school event.

HINTS TO THE TEACHER

Indirect Speech :

Make the teaching of Indirect Speech as realistic as possible by getting the children to report what others had told or asked them. Get a child to say something to another. " I have lost my pen, Sirisena," says Surasena. Question Sirisena on what Surasena told him. Ask another child what Surasena told Sirisena. The change of Persons is best understood by this method.

Punctuation :

Pay special attention to the marking of inverted commas and other punctuation marks in Direct Speech.

Paragraphs :

The six short paragraphs on pages 126 & 127 are taken from Longman's " Things We Use" series (Tropical Library)—an excellent series for beginners to use as library books. When children recast the sentences of these paragraphs, you should discuss with them the sequence of each paragraph and see that it is not broken. The pupils will then incidentally learn to preserve the sequence of a paragraph.

APPENDIX I

(A) POEMS FOR RECITATION

A Call to Lanka—Rev. W. S. Senior

March to a mighty purpose,
  One man from sea to sea,
The purpose of all the ages,
  The purpose that was to be.
And what is a people's purpose ?
  That the people shall be free.

And would ye free a people
  From a long and strong control ?
And would ye keep your freedom
  While the testing ages roll ?
If ye fain would free the body
  Ye must first make free the soul !

The Tiger—William Blake

Tiger, Tiger, burning bright
In the forests of the night,
What immortal hand or eye
Could frame thy fearful symmetry ?

In what distant deeps or skies
Burnt the fire of thine eyes ?
On what wings dare he aspire ?
What the hand dare seize the fire ?

And what shoulder ? and what art ?
Could twist the sinews of thy heart ?
And, when thy heart began to beat,
What dread hand ? and what dread feet ?

What the hammer ? What the chain ?
In what furnace was thy brain ?
What the anvil ? What dread grasp
Dare its deadly terrors clasp ?

When the stars threw down their spears,
And water'd heaven with their tears,
Did He smile His work to see ?
Did He who made the lamb make thee ?

Tiger, Tiger, burning bright
In the forests of the night,
What immortal hand or eye
Dare frame thy fearful symmetry ?

Drive The Nail Aright—N. Macleod

Drive the nail aright, boys ;
  Hit it on the head ;
Strike with all your might, boys,
  While the iron's red.

When you've work to do, boys,
  Do it with a will ;
They who reach the top, boys,
  First must climb the hill.

Standing at the foot, boys,
  Looking at the sky,
How can you get up, boys,
  If you never try ?

Though you stumble oft, boys,
  Never be downcast ;
Try and try again, boys—
  You will win at last.

Drive the nail aright, boys ;
  Hit it on the head ;
Strike with all your might, boys,
  While the iron's red.

What Can a Little Chap do ?—J. Oxenham

What can a little chap do
  For his country and for you ?
What can a little chap do ?

He can play a straight game all through !
  That is one good thing he can do

He can fight like a knight,
  For the Truth and the Right ;
That is another good thing he can do.

He can shun all that's mean,
He can keep himself clean
Both without and within ;
That is a very fine thing he can do.

Of a Happy Life—SIR HENRY WOTTON

How happy is he born and taught
  That serveth not another's will ;
Whose armour is his honest thought,
  And simple truth his utmost skill !

Whose passions not his masters are ;
  Whose soul is still prepared for death,
Untied unto the world by care
  Of public fame or private breath ;

Who envies none that chance doth raise,
  Nor vice ; who never understood
How deepest wounds are given by praise ;
  Nor rules of state, but rules of good ;

Who hath his life from rumours freed ;
  Whose conscience is his strong retreat ;
Whose state can neither flatterers feed,
  Nor ruin make oppressors great ;

Who God doth late and early pray
  More of His grace than gifts to lend ;
And entertains the harmless day
  With a religious book or friend ;

—This man is freed from servile bands
  Of hope to rise or fear to fall :
Lord of himself, though not of lands,
  And having nothing, yet hath all.

Hohenlinden—T. CAMPBELL

On Linden, when the sun was low,
All bloodless lay the untrodden snow ;
And dark as winter was the flow
  Of Iser, rolling rapidly.

But Linden saw another sight,
When the drum beat at dead of night
Commanding fires of death to light
  The darkness of her scenery.

By torch and trumpet fast array'd,
Each horseman drew his battle-blade,
And furious every charger neigh'd
  To join the dreadful revelry.

Then shook the hills with thunder riven,
Then rush'd the steed to battle driven;
And louder than the bolts of Heaven,
  Far flash'd the red artillery.

But redder yet that light shall glow,
On Linden's hills of stained snow;
And bloodier yet the torrent flow
  Of Iser, rolling rapidly.

'Tis morn; but scarce yon level sun
Can pierce the war-clouds, rolling dun,
Where furious Frank and fiery Hun
  Shout in their sulphurous canopy.

The combat deepens. On, ye Brave,
Who rush to glory, or the grave !
Wave, Munich, all thy banners wave,
  And charge with all thy chivalry !

Few, few shall part, where many meet !
The snow shall be their winding-sheet,
And every turf beneath their feet
  Shall be a soldier's sepulchre.

The Worm—T. GISBORNE

Turn, turn thy hasty foot aside
  Nor crush that helpless worm !
The frame thy wayward looks deride
  Required a God to form.

The common Lord of all that move,
  From whom thy being flow'd
A portion of His boundless love
  On that poor worm bestow'd.

The sun, the moon, the stars, He made
  For all His creatures free ;
And spread o'er earth the grassy blade,
  For worms as well as thee.

Let them enjoy their little day,
  Their humble bliss receive ;
O ! do not lightly take away
  The life thou canst not give !

The Daffodils—WILLIAM WORDSWORTH

I wander'd lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils ;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the Milky Way,
They stretch'd in never-ending line
Along the margin of a bay :
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced; but they
Out did the sparkling waves in glee :
A poet could not but be gay,
In such a jocund company :
I gazed—and gazed—but little thought
What wealth the show to me had brought :

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude ;
And then my heart with pleasure fills,
And dances with the daffodils.

Lone Dog—IRENE R. M'LEOD

I'm a lean dog, a keen dog, a wild dog, and lone ;
I'm a rough dog, a tough dog, hunting on my own ;
I'm a bad dog, a mad dog, teasing silly sheep ;
I love to sit and bay the moon, to keep fat souls from sleep.

I'll never be a lap dog, licking dirty feet,
A sleek dog, a meek dog, cringing for my meat ;
Not for me the fireside, the well-filled plate,
But shut door, and sharp stone, and cuff, and kick, and hate.

Not for me the other dogs, running by my side,
Some have run a short while, but none of them would bide.
O mine is still the lone trail, the hard trail, the best,
Wild wind, and wide stars, and the hunger of the quest !

The Charge of The Light Brigade—
LORD TENNYSON

Half a league, half a league,
Half a league onward,
All in the valley of death
Rode the six hundred.
'Forward, the Light Brigade !
Charge for the guns ! ' he said,
Into the valley of Death,
Rode the six hundred.

'Forward, the Light Brigade !
Was there a man dismay'd ?
Not tho' the soldier knew
Some one had blunder'd;
Theirs not to make reply,
Theirs not to reason why,
Theirs but to do and die ;
Into the valley of Death
Rode the six hundred

Cannon to right of them,
Cannon to left of them,
Cannon in front of them
  Volley'd and thunder'd ;
Storm'd at with shot and shell,
Boldly they rode and well,
Into the jaws of death,
Into the mouth of Hell
  Rode the six hundred.

Flash'd all their sabres bare,
Flash'd as they turn'd in air
Sabring the gunners there,
Charging an army, while
  All the world wonder'd ;
Plunged in the battery smoke,
Right thro' the line they broke ;
  Cossack and Russian
Reel'd from the sabre stroke,
  Shatter'd and sunder'd
Then they rode back, but not,
  Not the six hundred.

Cannon to right of them,
Cannon to left of them,
Cannon behind them,
Volley'd and thunder'd ;
Storm'd at with shot and shell,
While horse and hero fell,
They that had fought so well
Came thro' the jaws of Death,
Back from the mouth of Hell,
All that was left of them,
  Left of six hundred.

When can their glory fade ?
O the wild charge they made—
  All the world wonder'd,
Honour the charge they made,
Honour the Light Brigade,
  Noble six hundred !

The Burial of Sir John Moore—C. WOLF

Not a drum was heard, not a funeral note,
  As his corpse to the rampart we hurried ;
Not a soldier discharged his farewell shot
  O'er the grave where our hero we buried.

We buried him darkly at dead of night,
  The sods with our bayonets turning,
By the struggling moonbeam's misty light
  And the lantern dimly burning.

No useless coffin enclosed his breast,
  Not in sheet or in shroud we wound him :
But he lay like a warrior taking his rest
  With his martial cloak around him.

Few and short were the prayers we said,
  And we spoke not a word of sorrow ;
But we steadfastly gazed on the face that was dead,
  And we bitterly thought of the morrow

We thought, as we hollow'd his narrow bed
  And smooth'd down his lonely pillow,
That the foe and the stranger would tread o'er his head,
  And we far away on the billow !

Lightly they'll talk of the spirit that's gone,
  And o'er his cold ashes upbraid him—
But little he'll reck, if they let him sleep on
  In the grave where a Briton has laid him.

But half of our heavy task was done
  When the clock struck the hour for retiring :
And we heard the distant and random gun
  That the foe was sullenly firing.

Slowly and sadly we laid him down,
  From the field of his fame fresh and gory ;
We carved not a line, and we raised not a stone,
  But we left him alone with his glory.

If—Rudyard Kipling

If you can keep your head when all about you
  Are losing theirs and blaming it on you ;
If you can trust yourself when all men doubt you,
  But make allowance for their doubting too ;
If you can wait and not be tired by waiting,
  Or being lied about, don't deal in lies,
Or being hated don't give way to hating,
  And yet don't look too good, nor talk too wise:

If you can dream—and not make dreams your master ;
  If you can think—and not make thoughts your aim ;
If you can meet with Triumph and Disaster
  And treat those two impostors just the same ;
If you can bear to hear the truth you've spoken
  Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,
  And stoop and build 'em up with worn-out tools :

If you can make one heap of all your winnings
  And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
  And never breathe a word about your loss ;
If you can force your heart and nerve and sinew
  To serve your turn long after they are gone,
And so hold on when there is nothing in you
  Except the Will which says to them : " Hold on ! "

If you can talk with crowds and keep your virtue,
Or walk with kings—nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much ;
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And—which is more—you'll be a Man, my son !

(B) A PLAY

THE SLEEPING BEAUTY

SCENE I

(*SCENE : Banquet Hall in the Palace. Infant princess sleeping in a cradle, the king and the queen fondly admiring her. Enter the Fairies.*)

KING : Good fairies, our little princess Marina sleeps peacefully. What gifts do you bring her ?

FIRST FAIRY : All Hail, fair princess, you shall be more beautiful than any other living maid.

SECOND FAIRY : Your sweet nature shall charm all around you.

THIRD FAIRY : Good health and long life to you, my sweet little one.

FOURTH FAIRY : Happiness shall shine around you, years on end.

(*Angry fairy rushes in. Noise outside.*)

ANGRY FAIRY : Halt ! (*All look at her in consternation*) Why have I, the most powerful of fairies, been slighted.....

KING : Did you not get our invitation ?

QUEEN : We sent it by special messenger.

ANGRY FAIRY : Make no excuses now. It is too late ! Your daughter shall make amends for my offended honour.....

KING & QUEEN : Oh please, we pray.....Not her.....

ANGRY FAIRY : I have spoken.....Too late now. ....Your daughter shall, on her fifteenth birthday, prick her finger with a spindle and then shall fall dead ! (*Angrily looks around and vanishes*)

QUEEN : Alas, my poor little darling ! (*Taking the babe in her arms*).

KING : Oh, good and kind fairies ! What shall I do ? Have pity.....

FIRST FAIRY : On her fifteenth birthday the princess shall not die. Instead, she shall sleep a hundred years !

KING & QUEEN : Oh, spare her.....

FIRST FAIRY : We are powerless against that wicked fairy. So, farewell.

FOREWORD

While politicians and educationists are still wrangling over the place of English in our scheme of studies, the practical teacher is forging ahead. Mr. Samaranayake, convinced that a place for a world language in our educational set up is assured, has produced the Second Book of his series **English With A Smile**. It maintains the general aim of the series, viz. to make the acquisition of linguistic skills and habits as easy and as pleasant as possible.

The exact place of English in the life of the Nation, its position in the school curriculum and the nature of its distinct contribution have not yet been finally and definitely determined by competent authority. But the Circular of the Director of Education on the teaching of English (No. 11 of 1954 dated April 6, 1954) indicates the Department's point of view.

It was said in the Foreword to Book I of the series that one of the aims should be to give the pupil access to the literature of the language by teaching him to read English with facility and to add to his educational resources. It was maintained that it was but right that emphasis should be laid on the cultivation of the habit of silent reading as the principal aim.

The directive of the Director of Education supports this view. He says that "the main purpose of the study of English in our schools is to enable the pupil to benefit by the vast and varied literature available in the English language and suited to the needs and interests of pupils..... This purpose can be achieved if the object of teaching English is primarily for purposes of comprehension..... "

Later, however, he refers to appreciation of literary beauty and aesthetic values. But foreign language experts think it better to keep the linguistic course and the literary course distinct and separate, and to aim at doing satisfactorily the first and to leave the latter to those few, who prove themselves capable of proceeding to the cultural level. A usually well-informed Member of Parliament is reported to have said that there was no use teaching English unless all our pupils are able to read and appreciate Milton and Shakespeare. Experts on foreign language teaching will not agree with this dictum. A language course does not necessarily include literary appreciation.

The aims of a language course in a foreign language for the so called average pupil, student or adult, are (*a*) as a first stage, the acquistion of the skills to use the language for all *practical* purposes, and (*b*) as a second stage, to make it an instrument of thought and expression and a tool for getting information from books. As someone said, " Language comes before Literature and the verb 'to be' comes before 'To be or not to be.' "

The series **English With A Smile** is an attempt to meet the present demand and is " planned to lead to an improvement in existing practice so that the pupils may be fully equipped with the language skills they are expected to acquire, " Throughout emphasis is laid on reading for comprehension, and if the Books are used with understanding and skill by teachers, who know something of how to lead pupils to acquire a foreign language, it will fully serve the needs of a language course in English in the first two or three years in the Post-primary classes of our schools.

Colombo 3-11-54. **A. J. R. Vethavanam**

SCENE II

(*SCENE : 15 years later. A room in the Palace. An old woman spinning. Enter princess.*)

PRINCESS : Good day, old lady, what do you there ?

OLD LADY : I work at my spindle.

PRINCESS : Spindle ? I haven't seen one before. Neither have I seen you all these years.

OLD LADY : I have never left this room for 15 years. I work and rest here. You are the princess Marina ? What brings you here ?

PRINCESS : I wanted to see all over the palace. Papa and Mamma are away today, so I came right up to the top of the tower.....Let me try.....

OLD LADY : Come, fair princess, I will show you....(*Princess takes the spindle in hand*)

PRINCESS : Oh.....My finger bleeds.....(*She falls.....Alarm*)

SCENE III

(*SCENE : 100 years later. Princess beautifully attired lying on couch. Enter Prince Miranda with attendant*)

PRINCE : (*Looking around*) What an extraordinary palace ! All are asleep.

ATTENDANT : Yes, Your Royal Highness, the story of the Sleeping Palace is true.

PRINCE : (*Sees princess*) Behold.....the Princess whom I seek. (*Approaching her*) More beautiful than the rising sun. Ah, lovely one. Awake.....

ATTENDANT : She breathes, Sire. Look!

(*Prince bends over the princess and lightly kisses her forehead. She opens her eyes*)

PRINCESS : My Prince ! I have been waiting for you so long. At last, at last.....

(*She gets up. Sounds are heard all round. The prince takes her hand. Enter the King and Queen and the Fairies*)

KING & QUEEN : Daughter....(*They embrace her*) You have broken the spell ? (*To the Prince*) We thank you.....

PRINCE : May I have her for my bride ?

KING : (*Joining their hands*) She is yours. Take her.

FAIRIES : Blessings on your heads. Happiness be yours forever.

APPENDIX II

(A) SINGULAR AND PLURAL FORMS OF NOUNS

	SINGULAR	*PLURAL*
1.	book	books
	horse	horses
	tusk	tusks
	house	houses
	rock	rocks
2.	cross	crosses
	bus	buses
	bench	benches
	bunch	bunches
	brush	brushes
	tax	taxes
3.	lady	ladies
	fairy	fairies
	worry	worries
	lorry	lorries
	army	armies
	city	cities
	story	stories
	baby	babies
	duty	duties
4.	day	days
	ray	rays
	bay	bays
	key	keys
	monkey	monkeys
	toy	toys
5.	mango	mangoes
	buffalo	buffaloes
	negro	negroes
	volcano	volcanoes
	potato	potatoes
	tomato	tomatoes

	SINGULAR	*PLURAL*
6.	solo	solos
	photo	photos
	grotto	grottos
	bamboo	bamboos
	piano	pianos
7.	knife	knives
	thief	thieves
	calf	calves
	wolf	wolves
	life	lives
	wife	wives
	leaf	leaves
	loaf	loaves
8.	roof	roofs
	dwarf	dwarfs
	hoof	hoofs
	cliff	cliffs
	chief	chiefs
9.	man	men
	woman	women
	foot	feet
	tooth	teeth
	goose	geese
	mouse	mice
	louse	lice
10.	son-in-law	sons-in-law
	step-son	step-sons
	maid-servant	maid-servants
	washer-man	washer-men
	passer-by	passers-by
	looker-on	lookers-on

Group 4

Present Tense	*Past Tense*	*Past Participle*	*Present Tense*	*Past Tense*	*Past Participle*
kneel	knelt	knelt	catch	caught	caught
smell	smelt	smelt	sell	sold	sold
spell	spelt / spelled	spelt / spelled	teach	taught	taught
bring	brought	brought	tell	told	told
buy	bought	bought	think	thought	thought

Group 5

Present Tense	*Past Tense*	*Past Participle*	*Present Tense*	*Past Tense*	*Past Participle*
bend	bent	bent	feed	fed	fed
build	built	built	send	sent	sent
bleed	bled	bled	spend	spent	spent
breed	bred	bred	meet	met	met
lend	lent	lent	lead	led	led
lay	laid	laid	read	read	read
light	lighted / lit	lighted / lit	shoot	shot	shot

Group 6

Present Tense	*Past Tense*	*Past Participle*	*Present Tense*	*Past Tense*	*Past Participle*
cast	cast	cast	put	put	put
cost	cost	cost	set	set	set
cut	cut	cut	shut	shut	shut
hit	hit	hit	spit	spit	spit
hurt	hurt	hurt	spread	spread	spread
let	let	let	thrust	thrust	thrust

(D) CLASS LIBRARY

"*Class Libraries equipped with reading material—books, papers, etc.—should be provided, and there should be on the time table a period for 'Library Work'. This work need not be confined to the reading of books but should be extended to the reading of boys'/girls' journals, etc. A useful project would be the preparation of a class newspaper or class record,*" states the Director of Education in his Circular No. 11 of 1954.

The following series of supplementary readers will be found very useful for beginners. The stories are very easy to understand and each book can be read within a time table period.

Collin's *Clear Type Supplementary Readers.* **Cassel's** *Ring-O-Roses Series ; Story Pageant Series.*
Robert Gibson's *New Star Story Readers.* **Nelson's** *Speedwell Readers.*
Frederick Warne's *Round the Globe Stories ; Stories of Industry Series.*
George G. Harrap's—*The Children's Bookshelf Series.*
Mac Millan's *The Enid Blyton Pennant Series ; Stories to Remember ; E. F. Dodd's Supplementary Readers ; Quest n Time Series.*
Longman's *New Supplementary Readers ; Tropical Library Series ; New Method Supplementary Readers.*
Arnold's *A. L. Bright Story Readers* (Lower Grades) ; *Little People in Far Off Lands Series ; A. L. Everychild Series.*

The following story books are recommended for the Middle Forms :-

Aladdin
Cinderella
Aesop's Fables
Ali Baba
Sinbad the Sailor
Robinson Crusoe
The Story of the Golden Fleece
The Adventures of Hercules
The Labours of Ulysses
The Brave Little Tailor
Knights of the Round Table
Gulliver's Travels
Robin Hood & His Merry Men
David Copperfield
Oliver Twist
Masterman Ready
Don Quixote
Hiawatha
King Solomon's Mines
What Katy Did
Swiss Family Robinson
Alice's Adventures in Wonderland
Children of the New Forest
Round the World in Eighty Days
Martin Rattler
Treasure Island
Tom Brown's School Days
The Coral Island
Uncle Tom's Cabin
The Wind in the Willows
St. George of Merry England
Rip Van Winkle
William Tell
Little Lord Fauntleroy
The Vicar of Wakefield
Stories from the Arabian Nights
Lamb's 'Tales from Shakespeare
Tanglewood Tales
Little Women
Kidnapped

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